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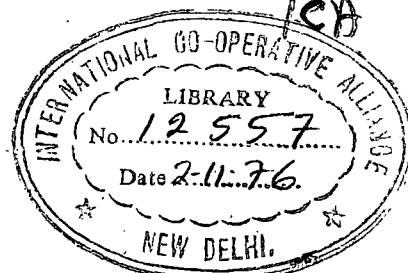
REGIONAL WORKSHOP ON AUDIO-VISUAL AIDS

June 1-14, 1965

Tokyo

1. Conclusions arrived at the Workshop
2. Programme Followed at the Workshop
3. Programme of Study Visits
4. List of Participants

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ICB



organised under the joint
auspices of

The Institute for the Development of Agricultural Cooperation in Asia

816 Funabashi-cho, Setagaya-ku
Tokyo (Japan)

and

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India

INTERNATIONAL COOPERATIVE ALLIANCE

Regional Office and Education Centre for South-East Asia
6 Canning Road, New Delhi-1. (India)

July 30, 1965

REGIONAL WORKSHOP ON AUDIO VISUAL AIDS, TOKYO (JAPAN)
June 1-14, 1965

(sponsored jointly by the International Cooperative Alliance and the Institute for the Development of Agricultural Cooperation in Asia, Tokyo)

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Conclusions

A regional workshop on the production and use of audio-visual aids was held between June 1 and 14, 1965, at the Institute for the Development of Agricultural Cooperation in Asia (IDACA), Tokyo, under the joint auspices of the ICA Education Centre and the IDACA. Seventeen delegates from the countries of South-East Asia participated. The countries represented were Ceylon, India, Japan, the Republic of Korea, Malaysia, Pakistan, the Philippines and Thailand. Observers from the Afro-Asian Rural Reconstruction Organisation, the Cooperative League of the USA and the Japanese Cooperative Movement also attended. The Workshop was inaugurated by Mr B. Morikawa, the then Executive Director of the Central Union of Agricultural Cooperatives, Japan.

The Workshop reviewed the present position regarding the production, distribution and use of audio-visual aids in the Cooperative Movements of South-East Asia and stressed the importance of these aids as one of the most effective and useful instruments in the successful implementation of cooperative education, training and publicity programmes. A majority of the sessions in the Workshop were work-oriented and were mainly devoted to practical demonstrations on production and use of simple aids, 35mm film slides, film-strips and 8mm movie films with tape-recorded commentaries. During some of the sessions delegates were also given individual tasks for production of simple audio-visual aids as also the production of colour slides and 8mm films. Through one of the lectures the delegates were introduced to the Wire Communication System which is used by the Japanese Cooperative Movement for effective communication with the members of Cooperative Societies.

The Workshop also discussed the problems of training of personnel for production, use and evaluation of audio-visual aids. These were discussed with special reference to the role of the National Cooperative Unions and Cooperative Departments, the provision for such training in the cooperative training centres and the national audio-visual institutes. Financing of audio-visual aids

and making best possible use of locally available material and talent were also discussed.

With a view to give the delegates an opportunity of acquainting themselves with the use of audio-visual aids in the field, a four day study visit was organised to cooperative societies in the Nagano Prefecture between 8th and 11th June, 1965. During this tour the delegates observed the functioning of the Wire Communication System and the operation of the local broadcasting and Television stations. In Tokyo, the delegates visited the National Broadcasting Corporation of Japan.

Following are the main recommendations of the Workshop:

1. It is now generally accepted that education to be effective needs to be imparted with the help of teaching aids and improved techniques.
2. Of the important media for effective communication in the teaching process audio-visual aids are the most important.
3. Audio-visual aids are at present extensively used in developed countries and are being gradually introduced in the developing countries of the South-East Asian Region. To some extent they are also being used, although not very effectively, in the cooperative education, training and publicity programmes.
4. It is necessary, therefore, to organise the production and distribution of these aids at the national and state levels in each country preferably through the national cooperative unions or cooperative departments.
5. Although latest methods and techniques in this field, which have proved to be of great advantage in countries like Japan, will be gradually introduced in the Cooperative Movements of the region for some time to come, considerable emphasis will have to be placed on the use of simple aids such as black-board or chalk board, charts, posters, bulletin boards, wall posters, maps, flannelgraphs, flip charts, leaflets, models, magnetic boards etc. As far as possible these aids should be locally produced with the help of readily available material.
6. In addition to the simple aids, projecting aids such as film slides, film strips and 16mm and 8mm movie films are increasingly used in several countries of the region. These aids, apart from being attractive are found to be more effective, if properly used.

7. In recent years, 8mm movie films have been tried and found very well suited for educational work among smaller and moderate sized groups. These movies are comparatively easy and less expensive to produce. The Workshop laid considerable emphasis on the need for introduction of 8mm films in Cooperative educational programmes of the movements in the region.
8. The utility and effectiveness of an aid can be judged only after it has been tried in varying conditions and among different types of audiences. It is necessary to ensure that only aids suited to particular groups and tastes are used. This can be made possible if there is a built in system of evaluation in the audio-visual aids programme of the cooperative movements.
9. To ensure maximum possible use of the available aids, a programme for training of the personnel required to use the aids should also be a part of the overall audio-visual programme. In addition, training in the production of simple aids with the locally available material is essential.
10. Although external assistance in the form of aids, guidance and experts is very much appreciated by the Cooperative Movements in the region, the audio-visual aids programme should gradually become independent of external agencies. In other words, the Cooperative Societies which are directly benefitted by the introduction of these aids, should contribute to finance their production. In several countries of the Region, cooperative societies contribute out of their profits to an education fund. A part of this fund can be fruitfully utilised for the production and distribution of audio-visual aids.
11. With a view to acquaint cooperative educationists with the latest development in the field of audio-visual aids, an exchange of information and experiences among the Cooperative Movements in the Region will be of great benefit. The possibilities of bringing about inter-regional exchanges of experience should also be explored.
12. Guidance and expert advice for the personnel engaged in the production, distribution and use of audio-visual aids are not available in most of the countries. To overcome this deficiency, it would be helpful to produce a manual which could describe the procedure for production, use and evaluation of these aids. The Workshop recommended that the ICA RO & EC in New Delhi investigate the possibilities for bringing out a manual of this type.

ICA/IDACA

Regional Workshop on Audio-visual Aids
Tokyo (Japan), June 1-14, 1965

Programme

June 1. Tuesday

Session No.

- 10.00 - 11.00 a.m. Inauguration. Mr B. Morikawa, Executive Director, Central Union of Agricultural Coops
Welcome Address: Mr Marian Radetzki, Director ICA Education Centre, New Delhi
Welcome Address: Mr R. Okada, Director, IDACA
- 11.30 - 1.00 p.m. Welcome Luncheon by IDACA.
- 1.30 - 2.00 p.m. Introduction to working methods and practical arrangements.
-Mr M.V.Madane, Deputy Director, ICA EC
-Mr S.Futagami, IDACA
- 2.00 - 5.00 p.m. 1. Role and Importance of Audio-Visual Aids as Effective Instruments of Education & Training
-Mr Seichi Ogawa, Lecturer (Japan)
(Chairman: Mr Marian Radetzki)

June 2. Wednesday

- 9.30 - 12.00 2. Review of Audio-Visual Aids in South-East Asia.
-Mr M.V.Madane, ICA Education Centre
(Chairman: Mr R. Okada)
- 2.00 - 5.00 p.m. 3. Importance of Simple Audio Visual Aids in Developing Countries.
-Mr Susumu Nakagawa, Lecturer (Japan)
(Chairman : Mr D.Vir)
Supplementary Remarks: Mr Marian Radetzki

June 3, Thursday

- 9.30 - 12.00 4. Production of Simple Audio-Visual Aids
-Mr S. Nakagawa
- 2.00 - 5.00 p.m. 5. Production of Simple Audio-Visual Aids - Individual Tasks
-Mr S. Nakagawa

June 4. Friday

- 9.30 - 12.00 6. Application of Simple Audio-Visual Aids (Discussion with demonstration)
-Mr S. Nakagawa
- 2.00 - 5.00 p.m. 7. Production of Film Slides and Film Strips and Tape Recording
-Mr Y. Shikano, Lecturer.(Japan)

June 5. Saturday

9.30 - 12.00

Session No.

8. Production of Film Slides and Film Strips and Tape Recordings, Individual Tasks
-Mr Y. Shikano

2.00 - 3.00 p.m.

9. Use of film strips and film slides with tape-recordings.
-Mr Y. Shikano

3.30 - 5.00 p.m.

10. Introduction to Wire Communication System.
-Mr Z. Takanashi

June 6. Sunday

9.30 - 12.00

11. Production of a 8mm Documentary Movie Film
-Mr H. Nakajima, Lecturer (Japan)

2.00 - 5.00 p.m.

12. Application of 8mm and 16mm Movie Film
-Mr H. Nakajima

5.00 - 6.00 p.m.

13. Exhibition of 8mm Film Produced by the Cooperative League of the USA.
Mr Carl Hutchinson

June 7. Monday

F r e e

June 8. Tuesday -
June 11. Friday

) Study visits to Cooperatives in the Nagano Prefecture. (Programme of study visits attached)

June 12. Saturday

9.30 - 12.00

14. Evaluation of Audio Visual Aids
Mr D. Vir, Deputy Director, ICA Education Centre

2.00 - 4.00 p.m.

15. Visit to NHK Broadcasting Station, Tokyo.

June 13. Sunday

9.30 - 12.00

16. A. Need for Training in the Use of Audio-Visual Aids,
B. Financing the Production of Audio-Visual Aids.
-Mr D. Vir and Mr M. Misawa
Resource Person: Mr Nakajima

2.00 - 5.00 p.m.

17. Preparation of National Programmes

June 14. Monday

9.30 - 12.00

18. A. Collaboration of various National Agencies in the field of audio-visual aids
B. Collaboration with the region of S-E Asia
C. Technical Assistance in the field of A-V Aids
Mr M. V. Madane, ICA Education Centre
Mr R. Okada, IDACA

2.00 - 3.30 p.m.

19. Concluding Session

4.00 - 5.00 p.m.

Closing Ceremony..

ICA/IDACA
Regional Workshop on Audio-Visual Aids
Tokyo. June 1-14, 1965

ITINERARY OF STUDY VISITS OF A-V AIDS WORKSHOP DELEGATES
TO NAGANO PREFECTURE, JAPAN
June 8-11, 1965

June 8. Tuesday

8.00 a.m. Leave Ueno Station for Nagano
12.18 p.m. Arrive Nagano

2.00 - 5.00 Visit to Hirao Unit Agricultural Cooperative
Society and discussion with the officials.

Stay at Japanese Inn in Yudanaka Hot Spring Area.

June 9. Wednesday

9.30 a.m. Observation of facilities and activities
12.00 O'clock of the society concerned including Wire
Communication Facility.

2.00 p.m. Visiting Farmers' Houses
5.00 p.m. Welcome Dinner Reception by the Society.
Stay at the same Inn.

June 10. Thursday

9.30 a.m. Sight-seeing around the area.
12.00 O'clock

1.00 p.m. Leave for Nagano City after lunch

2.00 - Visit to Local Broadcasting Stations
5.00 p.m.

Stay at Nagano City.

June 11. Friday

11.00 a.m. Discussion with officials of Prefectural
1.30 p.m. Organisations of Agricultural Cooperatives and
Press Representatives and Luncheon.

2.15 p.m. Leave Nagano for Tokyo
6.21 p.m. Arrive Tokyo.

REGIONAL WORKSHOP ON AUDIO-VISUAL AIDS

ICA/IDACA

Tokyo (Japan) June 1-14, 1965

List of Participants to the Workshop

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 1. Mr A.P. Jayasekara, General Secretary
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455 Galle Road, Colombo-3. Ceylon
 2. Mr C.R. de Silva, Deputy Commissioner
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2. INDIA
 3. Mr Kishori Mohan, Principal
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 6. Mr Mitsuhiro Misawa
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Nagano Ken. Japan
 7. Mr Iwao Yamada
Hokkaido Credit Federation of Fishery Cooperatives
3-Kita, 7-Nishi, Sapporo, Hokkaido. Japan
 8. Mr Yoshimasa Ito
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- I.C.A. NEW DELHI
22. Mr Marian Radetzki, Director
23. Mr M.V. Madane, Deputy Director
24. Mr D.Vir, Deputy Director
25. Mr Daman Prakash, Secretary.
-

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21. Mr Marian Radetzki, Director
22. Mr M.V. Madane, Deputy Director
23. Mr D.Vir, Deputy Director
24. Mr Daman Prakash, Secretary.
-

NATIONAL PROGRAMME FOR CEYLON

1. Audio visual aids used at present and extent of use.

Audio visual aids such as films, posters, radio programmes, dramas graphs and statistical charts, model shops, photographs, field demonstrations and exhibitions are at present used in cooperative education, training and publicity.

In regard to the extent to which the 16 mm film is used as an audio visual aid, the following statistics may be given:

Year 1960	431 shows
1961	348
1962	329
1963	340
1964	235

The present stock of 16 mm films has been very long in use. In view of the import restrictions, difficulties have been experienced in producing new films in the past few years. Radio programmes broadcast over the National Services of Radio Ceylon have been regularly used. Programmes are recorded at selected societies featuring the experiences of members, their relations with the cooperative society, and the progress of the society. 42 such broadcasts were made in 1964.

In regard to the use of the other audio visual aids described above, no programme has been formulated, and they are used as and when necessary for specific occasions. All good cooperative societies display graphs and other statistical data for the information of their members even today.

2. Scope for increase in production and use of aids.

Increase of production of films and colour slides will depend on the relaxation of import restrictions and/or the availability of foreign aid. Personnel will have to be trained for the successful production and use on a large scale of colour posters, flip charts, flannelboards, paper theatres or picture stories, since no attempt has yet been made in this direction on a planned, organised scale.

3. Aids suitable for different audiences

It has been found that 16 mm film with commentary in the national language has attracted all classes of people, both members and non-members. In view of the difficulties now existing in obtaining more such films, it is felt that the use of colour slides, colour posters, picture stories and such simple aids may appeal to the rural audience, while charts, statistical data and graphs will create an impression on the more educated urban population. Since persons living in towns are not really aware of the value and potentialities of coop organisations, visits to good coops will help to educate them and develop their own societies.

4. Possibility of producing and evaluating aids

Production of aids has already been dealt with. No systematic evaluation of aids already in use has hitherto been attempted. The question of evaluation can be easily solved on the required lines once an organised programme of using

aids has been commenced. It would be helpful if a model questionnaire is prepared in regard to evaluation. The interview system can also be adopted.

5. The agencies for production

The production of aids will have to be undertaken by the national federation and the government department, with likely collaboration from Radio Ceylon and the Government Film Unit. As realised at this workshop production of aids should be decentralised and ~~xxxx~~ selected persons from cooperative organisations will have to be encouraged and trained for the purpose.

6. Financing of Production and Distribution

Since societies contribute annual to a fund there is no likelihood of difficulties being encountered in this direction. Accumulated contributions made by societies are already available for education of members and other assistance to societies.

7. Training of staff

This question has not been given adequate attention, nor has it been included in the curriculum of the School of Cooperation. The possibility of engaging local experts for training personnel in the production and use of aids will have to be explored first. Thereafter, selected persons will have to be further trained in overseas institutions where such courses for training are available, provided such a project is financed from foreign aid.

8. Plan for reorganisation

Firstly, the importance of using audio visual aids should be impressed upon the leaders of the cooperative movement, both official and unofficial.

Secondly, an overall and long term plan for training of personnel, production and use of aids will be necessary. There is some unexploited talent available in the country who are technically qualified, but close guidance will have to be given to them in the type of aid that will be useful in conveying the idea. Material required for teaching will have to be prepared, after the teachers themselves are given a training and they realise what has to be done.

Thirdly, the question of including the production and use of aids as a subject in the syllabus of the School of Cooperation for training of officials, as well as the employee and member education programme, will have to be taken up.

Fourthly, once the above training is given the proper implementation of the programme at the district as well as the village level has to be supervised and follow up action taken to evaluate the usefulness of techniques and aids.

In conclusion, this Workshop has served the purpose of bringing home the usefulness and importance of audio visual aids in cooperative education and it is left to us to impress and propagate this idea in our own country.

(sd) A.P. Jayasekara

(sd) C.R. de Silva

NATIONAL PROGRAMME FOR INDIA

Kishori Mohan

1. YES. Audio visual aids are at present being used for cooperative training and publicity in India.
 - i. Peripetetic Instructors - some 600 throughout the country, use charts, photographs, posters, silk screen printing, flannelgraphs, flash cards, flip books while conducting their training classes. The most common use is made of the black board. Films are shown on cooperative agricultural developmental and other related subjects to attract trainees.
 - ii. In 67 junior cooperative training centres, 13 regional cooperative training centres, and the Cooperative College, students are trained in the use of projected aids. Lots of useful films, film strips and slides are used.
 - iii. We have journals at various levels, national, state and in some districts, which we use for publicity and promotional activities of the coop Movement
 - iv. Films have been prepared by the National and State Unions on cooperative subjects and are exhibited throughout the country.
 - v. Limited use of plays and puppet shows is also made
 - vi. All India Cooperative Instructors Training Centre of the National Cooperative Union of India (NCUI) has since last eight months, started workshop sessions for training in the production and use of unprojected visual aids by the peripatetic instructors.
 - vii. Government agencies make a lot of audio visual aids available for the use of cooperatives and general public.
2. NCUI is most keenly interested in widening the scope of the audio visual education for cooperatives in India and giving it a respectful position. It is also being envisaged that the NCUI may start a full-fledged centre for training in the field of audio visual education.

In view of this, the NCUI appointed an Ad Hoc Committee of Experts to advise NCUI and make recommendations for improvements in this field. Services of Mrs Mary J. McGrath, Specialist, International Cooperative Training Centre, USA were obtained also for this purpose. The report of Mrs McGrath is already available here.

We look forward to close coordination and collaboration of various agencies, such as USAID, National Institute of Audio Visual Education, the Ford Foundation, the Literacy House and others to make a well thought out and planned programme for production and use of these aids to be used in the interest of promotion of cooperative movement in India and improvement of the performance of the cooperatives.

3. All kinds of unprojected aids are most suitable in as much as they are practical and within our means for various categories of audiences in India. However, in our training centres (in total some 82 institutions) films, film strips, slides are being used and their use can surely be improved and increased.

In the past difficulty has been of technical help and raw films and the foreign exchange involved. If these difficulties can slowly be removed, the future is bright in India for preparing and using various kinds of aids for different audiences.

8mm films can be used for smaller groups of visitors, National and State Union executive committees and boards of directors and the personnel of different topics. So far very little use has been made of this medium.

4. Possibilities of producing all these aids mentioned above are many, specially for unprojected aids. Possibilities for projected aids are limited.

So far we have not had really much of evaluation except what recently has been done. We expect and look forward to the International Cooperative Alliance to guide us and offer leadership in providing proformas etc. for better evaluation of our aids.

5. The agencies for production

- i. The National Cooperative Union of India, New Delhi
- ii. The Literacy House, Lucknow, India
- iii. Various ministries of the Government of India
- iv. The National Institute of Audio Visual Education, New Delhi
- v. US/AID (American Embassy in New Delhi)
- vi. The USIS, New Delhi
- vii. The Ford Foundation
- viii. International Cooperative Alliance, New Delhi
- ix. State Cooperative Unions in the country
- x. District Cooperative Unions in some states where they are actively working
- xi. NCUI's All-India Cooperative Instructors Training Centre, New Delhi and training centres throughout the country.

6. Mostly, financing of production and distribution is done by the sponsoring organisations of the institutions mentioned above. Some sell their production for use, such as the Literacy House. Others lead in offering new ideas, and prepare a few aids, for which financing is made available by the sponsoring organisations. Later, these institutions which adopt these ideas convey out their own plans financed by their own resources.

Except for the NCUI that too in a limited way the distribution process is not well organised and not fully coordinated. The various agencies working in the field do not get to know what is being produced and used by other agencies working in the same field. This has got to be improved.

7. NCUI's Training Centre at New Delhi has recently started workshop sessions of its regular courses where training in production and use of visual aids has been introduced for the training of Instructors.

State Unions organise annual seminars for peripetetic Instructors and lecturers and principals of various training centres where the NCUI provides guidance and assistance, which includes the training in the field of audio visual education. Officers of the Visual Aids Production Studio of the NCUI and other officers of the NCUI visit these seminars.

It is also being considered that some staff members from the NCUI and various state unions may be sent for necessary training in this field to such institutions as National Institute for Audio Visual Education, the Literacy House, the US AID etc. A well-coordinated plan for training has yet to be prepared and executed.

8. Generally the annual plan for the NCUI is prepared by the visual aids production studio of the NCUI under the supervision of the Education Section of the Union. This programme is then thoroughly discussed and improved in a meeting of the sub-committee on Education of the NCUI's Executive Committee. Finally this is approved by the NCUI'S Executive Committee.

For the year 1965-66, the plan is already there. It consists of preparation of pamphlets, posters, charts, flannelgraphs, and revision of old teaching aids. No projected aids are included in the plan since there is no financial provision for them. Almost cent per cent grant for such purposes is received by the NCUI from the Government of India. Thus first the Government will have to be approached and convinced of the requirements and then only plans for re organisation of the AV Aids can be prepared and executed.

After this workshop I shall be interested in the increased use of photographs film slides, film strips, 8 mm movie films, and improved quality of unprojected aids. My efforts will be to initiate plans for coordination, preparation of catalogues and processes for evaluation besides improved methods of production and distribution of audio visual aids. Also now that I have some detailed information of different types of audio visual equipments, and their respective costs; available in Japan. I shall be in a better position to make suggestions to the NCUI and the State Unions for making purchases and assisting them in giving them proper contacts in Japan. There is a tremendous scope of development in this field in India.

June 14, 1964

NATIONAL PROGRAMME FOR JAPAN

1. Whether audio visual aids at present used in cooperative education training and publicity. To what extent.

a. Consumers cooperatives

- | | | |
|---|---|-------------------------|
| 1. Monthly magazine "Consumer Movement" for | } | officials and employees |
| 2. Quarterly publication | | |
| Monthly publication | } | for members |
| Leaflets and other printed information | | |
| Radio | | |

b. Fishery Cooperatives

National Federation

1. Weekly publication for prefectural federations and governments etc)
2. Monthly publication for primary societies
3. Posters for prefectural credit fedns and fishery federations
4. Radio for 25 minutes every evening
5. Slides
6. Films for members
7. Wire communications system (200 societies)

Prefectural Credit federations

1. Monthly magazine for primary societies and members
2. Film, drama and news, 250 shows in a year (own film production once in every two years)
3. Slides
4. Posters and leaflets
5. Car for publicity (move around fishing villages 200 times a year)
6. Radio for 15 minutes

Primary Societies

1. Monthly magazine
2. Leaflets
3. Bulletin boards

c. Agricultural Cooperatives

National Organisation

1. Monthly magazine (10,000 copies) and weekly publications of national agricultural cooperative union and federations
2. Newspaper (Japan Agriculture Newspaper) published once every 2 days
3. Monthly magazine published by Ie-No-Hikari Association
 - Ie-No-Hikari 1.5 million copies
 - Good Earth 60,000 copies
 - Kodomo-No-Hikari 200,000 copies
4. Slides and 8 mm films
5. Radio 15 minutes programme
6. TV (30 minutes programme once a week) and (5 minutes every day)
7. Wire communication system - news

Prefectural Organisations

1. Monthly publications
2. Local edition of Japan Agri Newspaper
3. Supply materials to radio, TV programmes
4. Poster, leaflets
5. Publicity car
6. Production of tape and sono-seets for wire communication system

Primary societies

1. Monthly magazine for members
2. Wire Communication system
3. Leaflets. Bulletin boards
4. Slides (own production)

2. The scope in the near future for the increase in production and use of these aids in your country

a. Fishery and Agricultural Cooperatives

1. Wire Communication System
2. Slides and films
3. FM Broadcasting (under consideration)
4. Sono-vision, overhead projector

b. Consumers Cooperation

Expansion of information services.

3. The aids which are most suited for different audiences in your country.

1. Wire Communication System
2. Newspapers
3. Official organs and papers

4. Possibility of producing and evaluating above aids in your country.

There are much possibilities.

5. The agencies for production.

This is according to the objects and audiences, organisations in each level organisations.

6. The Financing of production and distribution

1. 1/20th of profits are reserved for education
2. Shifting funds from business sections of organisations
3. Special contribution

7. Arrangements for the training of staff in the production and use of audio visual aids

1. Study meetings
2. Field study meeting
3. Contest (consumers contests)

8. Nothing especially in the country.

NATIONAL PROGRAMME - REPUBLIC OF KOREA

Mr Choon Hoe Koo and Mr Si Hwa Lee.

1. Audio Visual Aids at present produced and used in cooperative education, training and publicity.

- a. Status of production

At present various kinds of a.v. aids are produced. Production of a.v. aids is carried out for two purposes. one is for the cooperative member education and another is for cooperative employee education. Main a.v. aids produced in Korea are as follows:

16mm movies, news	
	educational movie films
	propaganda movie films
	documentary movies films
	and dramatic (recreational) movie films
Slides	film strips
	picture display
	recording tapes
	flannelgraph
	charts
	posters

- b. Status of Use

The National Agricultural Cooperative Federation produces the above mentioned aids and distributes them to provincial branches as well as Cooperative Training Centres. As to the movie films each provincial branch takes advantage of mobile unit to show them to member farmers in parallel with short lecture. Slides are not used in education of cooperative member because most of local cooperatives have not any projector. 16 mm movie films flannelgraphs, posters, charts, radio and only a few wired broadcasting system are used for member education.

2. There are four main agencies which produce a.v. aids, NACF, National Film Production Centre, National Audio Visual Education Centre and office of Rural Development.
3. All financing for cooperative education is raised by cooperatives themselves. 20 per cent (the figure may not be correct) of the total gross income of cooperatives is used for education. Out of that a big portion (5%) is used for production and distribution of a.v. aids. Furthermore there is a trend that the budget for that purpose increases year by year.
4. No matter how much the necessity of a.v. aids has increased in cooperative education and training, it may be impossible to use as many aids as we desire if other factors do not allow to do it. Slides, for example, are almost useless at present for member education because most of cooperatives have not the machine which is to project them .

So it is very important that we help cooperatives to have projectors prior to a kind of mass production of slides, However, there is a possibility of producing and evaluating the above aids in Korea.

5. History of audio visual aids is very short but cooperative leaders and employees realise the importance of a.v. aids. Naturally it is no doubt that we have a rapid increase in production and use of these aids. As a matter of fact a great progress in both production and use of a.v. aids in a few years. In the near future one a.v. aid production centre may be established. At present business volume in the production of a.v. aids is very big.

The scope in this year for the increase in production and use of a.v. aids are as follows:

- i. puppet shows
- ii. touring service of drama
- iii. mass production of non projected aids
- iv. trying 8mm movie film production

As to the training of staff in the production of audio visual aids, almost no attention has been paid by the officials concerned. A pragmatic plan for the training of staff should be made in very near future. This would be the first thing to do after our participation in the workshop.

6. The plan for reorganisation

- i. Balanced members of staff between planning and production
 - ii. Periodical training of staff in the production and use of a.v. aids
 - iii. Establishment of a Film Library
 - iiii. Separation of editing centre from a.v. production
-

NATIONAL PROGRAMME - MALAYSIA

1. At present audio visual aids are being used in cooperative education, training and publicity to a certain extent. The following audio visual aids are being used:
 - a. pamphlets of various types
 - b. newsletters in the form of bulletins monthly and fortnightly
 - c. 16 mm films complete with mobile unit and public address system
 - d. film strips
 - e. radio broadcasts
 - f. Television
 - g. Charts, graphs, posters and handbills
 - h. still pictures
 - i. black boards
 - j. tape recorders
 - k. plays (comic sketches only)
2. The scope of expansion in the near future will depend largely on the financial aspect. It depends very much on the contributions made by the existing cooperative organisations as well as the government. The Cooperative Department has already put up estimates for funds to be made available for the production of more movie films on cooperation as well as the use of coloured film slides etc.
3. Due to the literacy standard of the people being about 70% only we have to classify the use of audio visual aids into two categories, viz rural and urban. In this respect the government has been trying to increase the literacy of the people by means of adult education classes. The aids recommended are:
 1. for Rural sector : black-boards, posters, film shows, film strips and slides with commentaries, pamphlets and newsletters
 2. for urban sector : all forms of audio visual aids are feasible.
4. The production of movie films are being undertaken by a central government organisation called 'film Nigam' which has so far produced three films on cooperation. Besides cooperative films are available from the British Council and the USIS as well as from the film libraries of the State Information Departments.

The production of simple aids are being carried out by the coop department at present. Various forms of charts and statistical graphs are also being made by the cooperative societies. So far the types of aids used have given satisfactory results.
5. There is no special agency for the production of audio visual aids. However, the cooperative department carry out their own production, while the various cooperative societies are planning and issuing their own aids. It is therefore recommended that the existing cooperative college, the central organisation of cooperative societies such as the Rural Cooperative Apex Bank, the Cooperative Unions of Malaya and Singapore etc. Cooperative Central Bank, the Malayan Cooperative Insurance Society and other bigger central organisations and societies should make a combined effort and undertake the production of audio visual aids.

Malaysia-2

6. The funds for production should be derived from voluntary contributions by the existing cooperative societies and possibly subsidies from government are also required. As far as the cooperative department is concerned the funds are being made available from the government. It will be appreciated if some assistance could be obtained from external bodies like the ICA and other international agencies.

Distribution of the aids produced could be made through:

1. Cooperative Department of the Government
2. Cooperative Unions and various cooperative societies
3. State Information Department
4. Rural and State Development Committee
5. Community centres
6. Public Notice Boards

7. We are lacking very much in the technical knowhow personnel. Therefore as a first step recruitment of personnel should be made and sent abroad for training and on their return to undertake the planning and production of audio visual aids and to instruct others in the techniques of production and use of such aids. It is hoped that the ICA will provide the necessary assistance in this respect.

The existing facilities at the Cooperative College could then be made use of for the training of personnel in this field. Eventually this set up could be taken over by a responsible central cooperative organisation specialising in the production of audio visual aids.

8. It is recommended that a properly organised central pool be formed for the production and distribution of audio visual aids in order to reduce overhead expenditure. This centre could possibly plan the production of movie films, film strips and slides for general use by the various cooperative societies. Equipment such as movie and slide projectors could be utilised by the various societies if and when required. Financial resources for this pool would be as state above that is, through contributions from various societies and subsidies from the government. The production of simple aids should be undertaken by the individual cooperative societies concerned under the guidance of this central organisation. This centre should work in collaboration with the cooperative department and Information Department of the Government.

The distribution of these aids would then be made as recommended in item 6 above.

It will be very much appreciated if assistance in the form of funds, technical personnel and literature could be obtained from the ICA and IDACA and other international bodies for the successful operation of such a centre.

-Malaysian Delegates

NATIONAL PROGRAMME - PAKISTAN

Mr. Agha Mohd Rafi Khan, Lahore

1. Yes. Audio visual aids are used for cooperative education, training and publicity. But all the media has not so far been employed. The simple aids have come in for use in a very small measure while the projector medium has too much been in use. The education therefore has often been more confined to masses than to small groups and limited audiences where intensive work was needed. The group discussions and office bearers meetings form a permanent part of the programme. The media employed in these, too has been largely confined to projected means only.

The posters, pamphlets, journals and periodicals besides handbills and pictorial charts have been much made use of the illiterate population could not have been tackled in the way their literate counterparts were done. Exhibitions etc. afforded the main gatherings where spoken word on the public speaking equipment provided an effective approach to the people who could never have otherwise been benefitted individually.

2. In the near future a membership education programme for the province of West Pakistan is in the offing. The administrative set up to execute it will be as follows:

- a. One publicity officer will be appointed in each of the six regions.
- b. There will be a number of assistants to work under him in the various district comprising the region.
- c. These assistants will have a busy programme throughout the year holding discussion groups with the help of audio visual aids, of course, simple a.v. aids, They will, of course, be given gramophones and gramophone records specially prepared on the subject. Tape recorders, too could well have been employed for the purpose but electricity being not available in all the villages, the gramophones with records will form the most suitable substitute.
- d. When the scheduled days for the meetings and the group members will be left with pictorial folders and posters to serve them as standing reminders for the ideas that were discussed during the group meetings. The same villagers will be shown some movies also at night before the instructors leave the village and shift to the next.

Barring the slides, film and film strips the day-time meetings will be strictly confined to simple material as already said ranging from flannelgraph and charts to picturised stories that will deal with one problem at a time and project the central idea for analytical consideration. Efforts will be made to print stories of model societies along with the pictures of their managing body to touch off a series of activities promoting the socio economic conditions.

3. (a) for purely illiterate audiences

- i. Picturised stories
- ii. Posters
- iii. Flannelgraphs and enlarged photographs
- iv. Slides
- v. Films, silent or talkies both
- vi. Gramophones with special G/records.

(b) for a mixed gathering (both literate and illiterate)

- i. Pictorial folders
- ii. Posters
- iii. Pamphlets
- iv. Slides
- v. Films and film strips
- vi. Gramophone records.

(c) for purely literate gatherings

Same as mentioned under Item 4.

4. The possibilities of producing films and film strips are rather remote so far. The production of slides are quite under way and have already shown some very good results. If a good camera could be purchased here at Tokyo, this medium shall have been ample promoted and improved into just a presentable material.

As far the simple aids, it is hoped that there is no hitch except that the people responsible for employing them have a keen eye, a realistic appreciation an original bent of mind and an artistic flare to harness their talents to capture the imagination of the specific group living under a given set of circumstances.

The preparation of films, again leads in turn to go in for various projectors as well as their recurring expenses of repairs and replacements just as the work progresses. These drawbacks can also be got over to a large extent if 8 mm equipment both for filming and projection is given an extensive use and a considerable quantity those of purchased from Japan for example on concessional term - the purchase being in bulk.

5. The agencies for production: For charts, graphs and ordinary posters the publicity assistants are supposed to be able enough to think, plan and process such material as may be easily prepared from the indigenous resources. In processing films resources, film strips, the professionals in the line will at the outset be engaged for the purpose.

Evaluation: Evaluation is a must. But by the time the whole aforesaid programme gets going, the ICA, it is hoped, shall have produced an evaluational manual a model questionnaire to facilitate evaluating a particular medium in all its relevant aspects. Evaluation is in fact a must and must necessarily be resorted to as each one of the media is pressed into service and its improvement aimed at.

If the ICA will not be able to produce something till then, some other means shall have to be made use for the purpose.

6. Financing the production and distribution of a.v.media will have to be looked after by the West Pakistan Cooperative Union. This body is a representative institution of all the secondary societies like the central cooperative bank, provincial bank, industrial cooperative banks and insurance societies which all pay a certain percentage of their annual profits to the Union for cooperative education and training programmes. Similarly the Cooperative Development Board too comes forward to finance when a special project is undertaken by the Union for publicity and propagation of cooperation and the movement.

7. The training for the new staff in the education wing (as envisaged above under the forthcoming scheme) will have to be done in short classes run under the experts in each region. To call them at any far off places and then send the instructors to train them there, would perhaps be too cumbersome a task to perform. They will stay where they are and arrangements to avail of the

local education department (where experienced a.v. instructors are usually available) will be made. It will be supervised by the Publicity Officer of the Cooperative Union also so that the workers could give a cooperative bias to all that they take in hand.

8. (i) The production will first be preceded by regular planning - an objective shall be fixed.
 - (ii) Simple aids will be prepared and the means to produce them listed and laid out in an orderly manner.
 - (iii) They could be then evaluated both at the production stage and at the final stage preferably in the model societies.
 - (iv) Careful showing and careful preservation of the aids afterwards most scrupulously attended to.
 - (v) The 35 mm transparencies to be prepared personally while the movies got prepared through the professionals
 - (vi) If 8mm camera and projector could be had the ~~back~~ back projection method on a special screen will have to be resorted to.
 - (vii) Pictorial stories in colour designed and arranged in their logical sequences will be shown after the other with corresponding commentary .
 - (viii) Recording material in beautiful folders distributed among the literates only - these shall have to be printed.
 - (ix) Study groups discussions in villages to be conducted with the help of a.v. aids and to interest the participants new material be provided on each successive day.
-

NATIONAL PROGRAMME - PHILIPPINES

Miss Victoria V. Valdez

I. Introduction

Cooperative member education is directed towards regaining the support and maintaining the loyalty of members to their organisations. The difficulties posed by these problems require that the methods we use should have to do with actual member problems. They have also to be approached at a level. They would understand.

II. Programme Objectives

The use of appropriate audio visual aids, needless to say, supports teaching and enriches the training programme. The broad objectives of the audio visual aids programme are, firstly, to stimulate members desire to understand, more of their cooperative and secondly, the specific objectives, therefore, are to increase the interest and participation of members and improve the effectiveness of running their organisations.

III. Implementation of the Programme

In the light of these objectives, the eloquent need for adequate and appropriate audio visual aids comes into sharp focus.

A. Media Used

The aids commonly used for general member education and are found adaptable are:

- | | |
|-----------------|-------------------|
| 1. chalk-boards | 5. tape recording |
| 2. flip charts | 6. exhibits |
| 3. posters | 7. demonstrations |
| 4. photographs | 8. field trips |

They will be continued, improved and expanded. For cooperative employees and officials training courses, the following are occasionally used in addition to the above aids:

1. film slides, 2. film strips, 3. movie films

Publications, bill-boards, posters, radio etc.

B. Plans of Expansion

The national conference on cooperative education has established a liaison body which is called the national committee on cooperative education and among the other activities it shall coordinate in the aspects of cooperative development, which are:

1. the joint production plan of audio visual aids with the Agricultural Credit and Cooperatives Institute and the different cooperative federations
2. The financing of their programme the proportionate share of the agencies involved. This will include finding assistance from international agencies like the ICA, US AID, and ILO
3. The use of the ACCI to train staff people in the preparation of these aids, in cooperation with the national media of the Philippines

4. The distribution of these aids through the national federation, which will in turn supervise their use.
5. The evaluation work for the audio visual aids programme

IV. Conclusion

The Central Cooperative Exchange shall play a very active part in the effective implementation of their programme. Through this organisation it will become part of my responsibility to solicit full support of the programme which is very much in keeping with the workshop, from the different cooperative agencies involved.

NATIONAL PROGRAMME - THAILAND

Mr Somsala Jeerapandh and Mr Tongsook Pinsirikul

1. Yes. Some audio visual aids such as moviewe, film-strips, slides, posters, photographs, puppets, flannel-boards, are being used for the cooperative education and training. These audio visual aids which some of them have been produced by the Cooperative Techniques and Promotion Division of the Ministry of National Development of the Government are utilised for training cooperative officials at all levels in the Training Centre located at Bangkok. In teaching the cooperative members in rural area, the mobile units which are being sent out, have used some of the audio visual aids such as movies, slides, film strips together with posters and puppets on the subject of cooperatives and related. It is, however, not only one kind of the audio visual aids that have been employed. We try to develop our own method of using these audio visual aids in cooperative education and training. The various kinds of audio visual aids are diversified in viewing to get the effectiveness of the means of the audio visual aids to be used. In a certain extent, we are doing hard to improve our production and use of the audio visual aids which in the past were not extensively employed.
2. With the establishment of the Training Centre which is responsible for the training and education of the cooperative movement in the country, a Section of Audio Visual Aids is now under the consideration to be created. This section will be responsible for production of some of the audio visual aids such as movies on the stories of the advantages of joining the cooperative societies or some stories which could be of attractiveness to the members who have come to see them. At present situation is that we look of good films on cooperation which reduce the value of their media in dissemination of cooperative information to the members. We are ~~all~~ also now drawing up an ad hoc committee for the production of some of the aids which will be used at the Training Centre as well as for mobile units operation. With some aids from the United States Operation Mission to Thailand the plan will be executed in the near future with the emphasis on simple production of some audio visual aids. The funds will be allocated for the employment of a few artists and photographers to work on this purpose. We should like to note here that we do realise the importance and usefulness of the audio visual aids for our cooperative development. We are trying hard to increase in production and use of these aids which in the past were very scanty.
3. The extensive use of the audio visual aids for the cooperative education and training has just begun in 1963. At the present we are trying to find some suitable aids for the audience. It is apparent that the movies showing after the training session has been attracted by the people. But some time it depends on the subject of the film. It is our experience that the aids for different audiences should be diversified. We sometime show the movies during the training session and sometimes after the conclusion. In any case we have found that movies and slides and film strips are very suitable to the audiences in our country.
4. As it has been said in point 2 above that we have a possibility to increase the production of audio visual aids in our country by the creation of a new section of audio visual aids subjected to the Training Centre. Regarding the evaluation of the a.v.aids we have tried to evaluate the results or response of the audiences to the aids which we have used. Our method to use is to give the questionnaire to the audience after the training session. The items in the questionnaire included the interest of the audiences on the audio visual aids which were applied to them. It is our belief that we must find some better way to improve our techniques of the evaluation of the a.v. aids used in cooperative education and training.

5. At the present, cooperative Techniques and Promotion Division is responsible for the production of audio visual aids used for the cooperative movement. But with the new creation of the section of audio visual aids in the Training Centre the responsibility of production of a.v. aids will be assigned to the new section with an increase in the staff members and more equipment.

6. The financing of production and distribution of the aids are directly given by our government from the yearly budgets. So far the cooperative societies in our country have no part in financing the production and distribution of the a.v. aids.

7. We will be organising a training course on the audio visual aids for the chiefs of the mobile units. The plan is now drawn up to conduct such training course at the Training Centre. The instructors in the course will be invited from the Adult Education Department where experts on the audio visual aids are available. But for the photographer or artists, they will be directly recruited from the technical schools.

8. My plans for reorganising the audio visual aids production and distribution:

-To put more emphasis on more production of simple audio visual aids such as slides, posters, paper theatre which to my knowledge are very useful to the training of cooperative members.

-To arrange a training course on the audio visual aids for the staff of the Training Centre and of the Mobile Units.

-Lots of audio visual aids equipment such as movie projectors, movie camera and others should be purchased from Japan where the prices are cheaper than in the USA which we had bought a great deal of the equipment from.

-In the local area or in the districts the officers who are in charge of cooperative work should be sent to the Training Centre at Bangkok to be trained on the use and production of simple visual aids to be used in their local cooperative training and education programmes.

Preparation of National Programmes - Points for Consideration
by the Delegates to the Workshop

1. Whether audio visual aids at present used in cooperative education, training and publicity. To what extent?
 2. The scope in the near future for the increase in production and use of these aids in your country.
 3. The aids which are most suited for different audiences in your country.
 4. Possibility of producing and evaluating above aids in your country.
 5. The agencies for production.
 6. The financing of production and distribution.
 7. Arrangements for the training of staff in the production and use of audio visual aids.
 8. Your plans for reorganising the audio visual aids production and distribution after your participation in the Workshop.
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June 12, 1965

EXPLANATION OF 8mm MOTION PICTURE FILM ON RURAL COOPERATIVE
PROJECT IN MEHRAULI (NEW DELHI) INDIA

This is the story of an experimental project in rural development and credit in 15 villages in Mehrauli (near New Delhi) carried out by the Indian Cooperative Union.

The project was started to rectify some of the more important shortcomings in the government sponsored community development programme which were discovered by the Government Programme Evaluation Organisation. Among the shortcomings which the project was designed to correct were:

- a. Credit policies were not designed to suit the circumstances of the small farmers;
- b. Wrong manner in which new cooperatives were promoted.

The purpose was to find out how these shortcomings could be removed, what was required in technical, financial and organisational resources to implement it. It was also to devise policies and procedures which, if adopted to the community development and cooperative programmes would allow such a programme to become a more effective instrument of productivity etc.

Picture reference 1 - The main features of the programme so organised may be summarised as follows:

- a. It was designed to serve the small farmers. The assistance was restricted to farmers, tenants or owners, whose holding was below 15 acres. This ensured the benefits were not sucked away by big land lords;
- b. A period of 10-12 days had been fixed within which the applications for loans and grants received from the farmers was to be considered and funds disbursed where the applicants were approved;
- c. the requests for assistance from the farmers was jointly examined by the vill level worker and agricultural technicians. Their recommendation was based on assessment of the land, man, potentialities, prospects of repayment from the increased income or production etc.
- d. security for the loans advanced was that of the individual himself,
- e. short term loans for seeds, fertilizers, insecticides etc. were to be advanced in kind. Seeds etc. were procured well in advance and distributed in for sowing season;
- f. where loans were given for purchase of live stock or equipment the borrower was free to make the purchase. The centre, however, provided guidance and through field staff kept up to date information regarding utilisation of the loans,
- g. demonstration plots were established to propagate improved agricultural practices and introduction of new crops;

h. the development of a cooperative was sought to be achieved in stages, over a period in which an advisory committee was organised to begin with, then a village development association, then discussion of cooperative principles and practices, training of a few selected persons in the village as office bearers of a cooperative institution and then finally the formation of a cooperative of the prospective members.

Subsequently additions were made to include programme of home science, education village industries, poultry etc.

Since it was the aim of the project to put no preconditions of joining a cooperative before being entitled to aid, the small farmers were not pressed to set up a cooperative. The programme thus began with individual farmers, but side by side a motivation programme through coop education and information in improved agricultural practices was carried out. An advisory committee of the participating farmers was set up and subsequently as panchayats were set up in the area their advice was sought in all principle matters.

IRRIGATION

Picture Reference 2: The Mehrauli area is primarily a dry farming area. No real impact on production could be made until irrigation facilities could be improved and long term development measures initiated.

Picture Reference 3: A start was made by advancing loans to farmers for sinking artisan wells, purchase of persian wheels, pumping sets, construction of channels etc. This did help in improving production and income of the individual farms.

Picture Reference No.4: But these devices were found rather expensive, large kucha experimental well-cum-tank with a diameter 40 ft at the bottom and 100 ft at the top was sunk in one village which could irrigate about 100 acres of land. This proved quit successful and became the first effort at cooperative irrigation in this area. It also provided stimulus for group work among villagers who were required in the digging operations and provided much needed employment to the unemployed and under-employed. The large volume of water available from this new well caught the imagination of the entire village as well as inhabitants of the neighbouring villages. Several more were sunk later on.

With the availability of water it was possible to use all improved techniques to increase the agricultural production of the farmers substantially. The farmers then understood the necessity of a coop organisation for purposes of having a water distribution schedule, obtaining loans for seeds, fertilizers etc.

Picture Reference 5 - Technical Training: With the introduction of more and more improved tools and machinery it was found necessary to improve the skill of villagers operate this equipment properly. A technical training centre was therefore set up to provide training and repair facilities in the rural area. It was also decided to dovetail this with a general programme of assistance to the village artisans to improve their methods of work and increase their work in the same manner as was done in case of the farmers. These artisans were helped to get tools etc. and credit facilities for their working capital. They along with other young farmers were trained to operate and repair farm and other machinery. This led to the organisation of several small industrial cooperatives in the area.

POULTRY

Another special field in which substantial development took place was in poultry.

In its development many difficulties were encountered and earlier efforts to demonstrate the operation of a small poultry farm did not succeed mainly due to the following factors:

- i. non-availability of good stock or proper feeds
- ii. lack of know-how and non-availability of proper technical know-how
- iii. lack of proper marketing facilities, and
- iv. religious and social prejudices.

Picture reference 6: The cooperative League of USA consultant tested stock, feed, and different housing structures at his residence for an entire year and other experiments were carried out to overcome these difficulties. After several efforts demonstration of operation of poultry farms were successful when 14 farms were set up with 1500 birds with very good results. It subsequently resulted in 32 farmers setting up their own poultry units with more than 25,000 birds and organising themselves into a poultry cooperative society to look after the supply of birds, seed and marketing of eggs.

As the programme gained ground and its benefits were understood and appreciated, and as the knowledge of cooperative principles and practices spread through educational programme, a climate in favour of cooperatives was born. This paved the way for organisation of the cooperatives to take care of almost all the activities initiated and organised by the project. Food processing, cooperative carpet weaving cooperatives and other types began to grow in the area.

AUDIO-VISUAL AIDS FOR CO-OPERATIVE MOVEMENT IN KOREA

CHOON HOE KOO & SI HWA LEE

NATIONAL AGRICULTURAL CO-OPERATIVE FEDERATION

SEOUL, KOREA

REGIONAL WORKSHOP ON AUDIO-VISUAL AIDS

TOKYO, JAPAN

JUNE 1 - 14, 1965

1. The History of Audio-Visual Media in Korea.

In view of the growing requirement for the use of Audio-Visual Aids in education and training, the Korean Government has set up a Pilot Audio-Visual Education Center in Seoul under the joint project of U. S. and Korea in May 1958. Right after the Military Revolution in May 1961, the Military Government, with the view to promote Audio-Visual Aids in education, promulgated the decree on the organization of National Audio-Visual Education Center as one of Government offices.

Besides this, National Film Production Center has initiated as a branch of the Ministry of Public Information with a considerable size of equipment and personnel. On the other hand the Office of Rural Development which takes part in the technical field of the farm operation for farmers has been producing quite a number of Audio-Visual Aids on techniques of farming.

In September, 1959, the National Agricultural Co-operative Federation was provided with one mobile unit and six movie cameras by A. I. D., and twenty four personnel were specially trained on the production and use of Audio-Visual Aids in the education and training of co-operative movements and were assigned to work with Provincial Branches. In the head office two kinds of educational movies; "The way of Co-operation" and "Ambition of Co-operatives" has been produced.

Upon amalgamation of the former Agricultural Co-operative Federation with the Korean Agricultural Bank on August 15, 1961, the existing National Agricultural Co-operative Federation as well as local co-operatives have faced the growing needs for Audio-Visual Education method.

The National Agricultural Co-operative Federation had to request to other agencies such as the National Film Production Center for production of films, slides, and other Audio-Visual Aids. However, in September 1964, the National Agricultural Co-operative Federation started to produce major items of Audio-Visual Aids such as films, scripts, slides, flannel boards, etc.

While employing a few specialists, the National Agricultural Co-operative Federation has distributed one mobile unit to each Province, and equipped with the facilities for film production, previewing movies, graphic production, caption production and dark room.

Audio-Visual Aids produced by the National Agricultural Co-operative Federation are:

- 1) 16 m/m documentary movie films
 - a. Hopeful village
 - b. Way of co-operation
 - c. Fruit of co-operation
 - d. Co-operative is ours
 - e. The story of An-Yung Village

- f. A visit to a model village
 - g. Foundation of National Agricultural Co-operative Federation
 - h. Beneficial poultry raising
 - i. Production Credit
 - j. The story of my village
 - k. Two year history of the Co-operatives
 - l. Looking forward to a brighter future
 - m. Let's take a visit to a co-operative
 - n. Fieldmen
 - o. Co-operative News
- 2) 16 m/m drama movie films
- a. Love in a village
 - b. Hi Kap Kim's Comedy show
- 3) 16 m/m technicolor movie film
- a. Agricultural Co-operative
- 4) Film Slides
- The story of Daeun Village
- 5) Film Strips
- a. Group farming
 - b. Agricultural Credit by Co-operatives
 - c. Our Co-operative
 - d. Increased Food Production

6) Other Audio-Visual Aids

Picture display, Recording tapes, Flannel Boards, Charts, etc.

2. The Use of Audio-Visual Aids.

1) Organizational Structure of Co-operatives.

Prior to explanation of the use of Audio-Visual Aids, organizational structure of co-operatives in Korea should be noted.

Most of the farmers are the members of Ri/Dong co-operatives, which are the local basic units. There are about 18,000 Ri/Dong co-operatives throughout the country at present. Thus it is an economic organization with which most of the villagers are affiliated. There are 139 Khun (County) co-operatives in the country which are federations of the Ri/Dong co-operatives. And again these Khun co-operatives found the National Agricultural Co-operatives Federation, which is the national organization.

The three-echelon structure-local, county and national level - is characteristic of the Korean agricultural co-operatives. Besides these co-operatives, there are 124 special purpose co-operatives throughout the country for farmers who are engaged in horticulture, livestock raising and other special farming. These special co-operatives are also members of the National Agricultural Co-operative Federation.

2) The Use of Audio-Visual Aids.

Each film produced either by co-operative Federation or other agencies is previewed by all the officials of the central office, and then is distributed to 9 provincial branches.

Each province has 2 or 3 co-ordinators in charge of visiting projection of films. Upon receiving films, those co-ordinators, in accordance with the time schedule, make visiting projects to Khun co-operatives for average 20 days a month.

In the past, Khun co-operatives or Special purpose co-operatives and even Village co-operatives used to request to the central office for Audio-Visual materials or film projects and their request was usually met directly by the Central Office.

However, this year it is programed to establish a film library in each provincial branch to practise Audio-Visual education more systematically and effectively.

And provincial branch also takes initiative in handling films made available through the Central Office or other agencies.

At the present time, it is deemed difficult for respective provincial branch with only one mobile unit and other pertinent materials to carryout visiting projects to about 18,000 village co-operatives. Therefore, National Agricultural Co-operative Federation in close co-operation with

Office of Rural Development of the Government has made plans to give full support to each provincial branch in the course of exercising Audio-Visual education.

3. Prospective Program of Producing Audio-Visual Aids.

- 1) It is planned that all the equipment will be prepared solely by co-operatives with a complete set of facilities instead of requesting to the other agencies.
- 2) To facilitate and expedite the preparation of equipment, it is also planned to increase the member of special workers for this project and to acquire quality supplies.
- 3) Each provincial branch will set up a film library to promote efficiencies in the projected visiting training and in leasing materials supplied by the Central Office to Khun co-operatives.
- 4) Utmost efforts will be made to prepare a substantial volume of equipment and to produce superior works and Aids.
- 5) In producing films, seasonal flexibility will be taken into consideration in addition to co-operative news so as to make the films available for educational purposes.
- 6) Devotions will be made to the increased reproduction or copies of the technical and educational films of foreign countries. The desirable contents will be on the improvement of farm management.

- 7) In 1966, at least one slide projector will be provided with each Khun co-operative and there will be seen a boom for film and slide production.
- 8) Program for implementing wired broad-casting system will be soon performed at all cost.
- 9) Exchange of A. V. Aids will be desirable and as many Preferable Data and materials as possible will be introduced for reference.
- 10) Up to date, 16 m/m films have been the only production made, but 8 m/m films will be produced for educational purposes in the future.

4. Conclusion.

It is noteworthy that there have been growing needs for Audio-Visual education method and the understanding there of in recent years. However we are still in a position to take great strides for bringing about the idea into reality.

Here exists a few problems that we are face with and must hardle over. The first is raising of funds; the second is passiveness and misunderstandings; and the third is illiterary on Audio-Visual education. We are exerting our best efforts and ways to solve these problems and we are confident that the days will soon come when a mass of people will recognize the value of Audio-Visual Education for making co-operatives ones with the ideologies of independence and self-help.

Reference:

Audio-Visual education equipment held by National Agricultural
Co-operative Federation.

<u>Name of Equipment</u>	<u>Central Office</u>		<u>Provincial Branch</u>	
	<u>Quantity</u>	<u>Remarks</u>	<u>Quantity</u>	<u>Remarks</u>
16 m/m Projector	1		1	Excluded those in mobile units
8 m/m Projector	1			
Slide Projector	1		9	Excluded those in mobile units
Tape recorder	3		9	Ditto
Camera	7		9	
Mobile Unit with Camera	1			
Mobile Unit			9	
Generator for film Camera	1	10 K. W.		
16 m/m Camera	2			
Spotlight	8	10 K. W.		
Rail for Camera	10			
Copy machine	1			
Film production room	1			
Dark room	1			
Graphic production room	1	All neces- sary faci- lities are installed		
Caption and Anima- tion production room	1	Ditto		

Preview room

1

Ditto
500 persons
are admitted

Note: Every equipment has all set of its assessories.

Mobile unit is equipped with all the facilities
necessary for filming and slide projections.

Every installation is equipped with necessary
materials and supplies.

Production & use of the Audio Visual Aids for
Co-operative Education and Training in East Pakistan.

Mr. A.K.M. Wajihullah, and Mr. M.R. Sikdar,
East Pakistan Co-operative College,
East Pakistan Co-operative Directorate,
Government of East Pakistan.

Regional Workshop on Audio Visual Aids, Tokyo (Japan)

June 1 - 14, 1965.

Organised in collaboration with

The Institute for the Development of Agricultural
Cooperation in Asia (IDACA), Tokyo.

INTERNATIONAL CO-OPERATIVE ALLIANCE

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Introduction.

The use of audio visual materials - materials that do not depend primarily upon reading to convey their meaning - in Cooperative Education & Training in East Pakistan is of recent origin. The introduction of such material was based upon the principle that all teaching can be greatly improved by the use of such materials because they can help to make the learning experience more memorable.

With the expansion of the Cooperative Movement in the province during the Second Five Year Plan period (1960-65), the need for intense propaganda activities among the common masses of the people and proper education of the Cooperative membership was fully realised. The inception of the Government sponsored scheme - Development of the Cooperative Union for Membership Education - in September, 1961, saw the launching of a planned programme in the matter of production and use of audio visual aids. Side by side, the East Pakistan Cooperative College which was established during the same Plan period started production and use of very simple types of visual aids with its class room lectures and use of tape recorded programmes and 16 mm films in its discussion groups. The main categories of audio visual aids since used in East Pakistan may be classified as below:-

1. Visual :

(a) Non-projection types -

- (i) Charts - graphs - maps
- (ii) Pictures - photographs
- (iii) Flannel Boards
- (iv) Black Board
- (v) Wall posters

(...Contd...)

(vi).Picture stories

(b).Projection type -

i).Slides

2.Audio.

i).Tape Recorded programmes

ii).Radio talks

iii) Folk songs

3.Audio-Visual.

i).Motion pictures

ii) Dramas

The organisation of purely technical activities like production and use of audio visual aids in cooperative education in this wing of Pakistan was no doubt found to be a difficult task in the face of dearth of actual experience in the field as well as want of suitable technicians. Paucity of adequate funds to go in for a big experimental programme in this direction was another hinderance.

Audio-Visual aids used in the Cooperative movement:

The achievement of the above mentioned programme against the background of our short experience in the field was on the whole heartening. The different audio visual aids used in the Cooperative movement in its different sectors may be enumerated here:-

1.Cooperative Member Education Programme.

The production of four 16 mm documentary films on different aspects of the Cooperative movement in the province may be mentioned as the major venture under this programme. Out of these films, three were produced under the above development scheme while the remaining one was jointly produced by the East Pakistan Cooperative Union and the Pakistan Academy for Rural Development, Comilla.

(....Contd.....).

Besides, films on cooperative and allied subjects borrowed from other sources such as, the U.S.I.S. and the British Information Service were also used in this programme. To organise display of films in rural areas, two film vans and one portable film unit were imported and used. Among the non-projection visual aids used in the membership education programme were 10 wall posters, 3 cooperative calendars, one flannel graph, 3 picture story books, one photographic picture book and a number of charts and diagrams. These aids are being used specially by the Cooperative Peripatetic Units under the Extension Division of the Cooperative Directorate whose main function is to organise short training courses and study circles in the rural areas.

Photographic displays on various cooperative activities in the province on occasions like the Annual Cooperative Convention, and the National Cooperative Day constitute another factor in the member-education programme.

A number of dramas and folk songs have been composed by local talents who entered into a prize competition annually sponsored by the Cooperative Union. These also contribute to the member education programme by being staged on occasions of local festivals. Occasional talks from the Radio Pakistan on specific Coop. development schemes under execution are directed to members of cooperative societies involved in such schemes. These talks are arranged by the Cooperative Union and the Project Directors of the respective schemes.

Cooperative Propagands.

Illustrated posters, picture stories and pamphlets constitute the main items in this field. These are mainly prepared and issued by the East Pakistan Cooperative Union and the Extension Division of the Cooperative Directorate. The Radio Pakistan,

Dacca, in its daily farmer's programme has a feature on cooperation. The Extension Division of the Cooperative Directorate maintain liaison with the Radio Pakistan for organising radio talks and features from time to time. Folk songs, dramas and display of films through the film unit of the Extension Division of the Cooperative Directorate are the other aids also used for propoganda purposes.

Cooperative Training of Employees:

Agencies concerned in training cooperative employees are the East Pakistan Cooperative College and the four Zonal Cooperative Institutes in the four divisions of the province. The audio visual aids used by these institutions so far have been of very simple nature .They may be enumerated as below:-

1. Black Board
2. Flannel Board
3. Charts
4. Diagrams
5. Maps
6. Tape recorded programmes
7. Film shows.

The scope of the production and use of audio visual aids in training programmes has so far been limited due to the want of funds for production and procurement of higher types of audio visual aids as well as due to want of proper training for the teachers on the effective use of such materials.

Advertising of Cooperative products:

The main source of advertising cooperative products has so far been the monthly magazine " Samabay" published by the E.P.Cooperative Union. It carries illustrated advertisements of such products in the province. Besides, news paper and

other magazines are also used for advertising cooperative products by the producers themselves. The illustrated catalogue published annually by the cooperative union and the East Pak. Cooperative Insurance Society also carry illustrated advertisements of cooperative products. Stalls and display centres run by cooperative organisations and the cooperative Directorate in periodical industrial and agricultural exhibitions in the province are the other sources of advertising.

Publicising modern methods & techniques of farming and trade by Cooperative Societies:

The pioneer in this field is the Pakistan Academy for Rural Development with its experimental project in cooperation in the Kotwali Thana of the Comilla District. They have widely publicised the new methods of farming and trading through village based cooperatives in their project area. The coop. movement in the province as a whole as well as farming societies in particular in the region have been greatly benefitted by these materials. The materials used were :-

1. Charts, maps, posters,
2. Picture Board, picture album,
3. Picture stories,
4. Tape recorded programme,
5. Flash cards, slides, motion pictures.

The audio visual aids for propaganda and education both in rural areas and urban areas are more or less the same, with the only difference that photographic exhibitions on coop. subjects and calendars are more used in urban areas.

In the member education and propaganda sectors the programme for the use of audio visual aids is prepared by the Extension Division of the Cooperative Directorate in

collaboration with the East Pakistan Cooperative Union. The Peripatetic Units of the Cooperative Extension Division use some of the audio visual aids in their training programme in rural areas for the coop. membership. The propaganda materials are distributed both in the rural areas and urban areas through departmental agencies at various levels. This programme still lacks any machinery to ensure the proper use of particularly the propaganda materials.

The main categories of persons responsible for using the audio visual aids are:-

1. Teaching staff of the E.P. Cooperative College.
2. " " of Zonal Coop. Training Institutes.
3. Officers of the Peripatetic Units of the Extension Division of the Cooperative Directorate.
4. Officers and employees of the E.P. Cooperative Union.

The selection of the staff under 1, 2 & 3 above are the responsibilities of the Cooperative Directorate, while the staff under sl. No. 4 are selected by the Cooperative Union. In the matter of selection of the departmental staff hardly any emphasis is placed on technical abilities, such as, use of audio visual aids. As regards the staff selected by the Union, emphasis is laid on basic technical abilities of incumbents, such as, photographers, artists, and cinema operators. No particular training on the use of audio visual aids could be given to these staff except general re-orientation on the benefits and the elementary use of such materials. There are no institutes in the country for technical training in the use of audio visual aids.

The production of audio visual aids in the country is still in its initial stage as stated above. Some simple materials only are being produced by the following institutions:-

1. E.P. Cooperative Union.

2. E.P. Cooperative College,
3. Pakistan Academy for Rural Development,
4. Agricultural Information centre.

The external agencies from which audio visual aids are obtained for use in the cooperative movement are :-

1. U.S.I.S.
2. British Information Service.
3. Indian Information Service.

Materials from these organisations are borrowed free of cost for short periods and returned after use.

The Publicity Department of the Govt. of East Pakistan also help in cooperative education and propaganda through display of films and publicity in course of their normal work.

No special methods are used to evaluate the use and effectiveness of the audio visual aids other than supervision of the field programmes of the Peripatetic Units through periodical group discussions on the methods and results of the use of such materials by a particular group in a particular programme. In the training institutes the results are assessed through periodical tests of the trainees. The programme for the use of AVA does not at present contain any provision for follow-up after their use.

Imports from foreign countries by the Extension Division of the Cooperative Directorate and the Cooperative Union so far consist of mainly of materials for production of AVA viz, photographic materials and equipments, painting and reproduction materials, books and literature on production of simple visual aids etc. Besides, 2 film vans and 1 (one) film unit were also imported. No technical assistance for production of audio visual aids has yet been obtained from any foreign countries

(....Contd....)

except a cash contribution from the Asia Foundation to the the East Pakistan Cooperative Union for its photographic section. There is no foreign expert working in the country for giving advice on the production and use of audio visual aids.

Reference to
the Study Tour

AVA-12

Guide Readings

on

HIRAO Agricultural Cooperative Society

and

Its Publicity Activities

Regional Workshop on Audio-Visual Aids

IDAGA and ICA

June 1 - 14 , 1965, Tokyo

3. Cooperating organizations

Youth Association of Hirao Agricultural Cooperative Society.
Women's Association of Hirao Agricultural Cooperative Society.
Children's Society.

4. Share Capital

Total amount: ¥27,688,000
Average amount
per member: 30,546

5. Business Records

- (1) Total Amount of Deposit made by members
as of February 1965: ¥1,200 million
- (a) Current Deposit: 30%
 - (b) Fixed Term Deposit: 70%
 - (c) Average amount of
Deposit per member: ¥871,000
- (2) Total Amount of Loan
advanced to members ¥697 million
- (a) Average Amount
per member: ¥560,000
- (3) Total Amount of Mutual
Insurance as of Feb. 1965 ¥739,840,000
- (a) Building Rehabilitation Ins.: ¥426,500,000
 - (b) Life insurance: ¥309,190,000
 - (c) Average Amount per member: 622,000
- (4) Total Amount of Supplies ¥119 millio.
- (a) Production material: 31%
 - (b) Consumer goods: 69%

I. Background

1. Areal conditions

Area of the Society:	39 km by 12 km	Population:	8,975
No. of households:	2,088	Total farm households	388
		Full-time farm households	88
		Merchant and Industry	372
		Service (hotels)	347 (180)
Cultivated land:	258 hectares	Paddy field	135 hecets.
		Vegetable field	20 hecets.
		Orchard	100 hecets.
Mulberry field:	3 hectares		
Forestry:	17,338 hectares		

2. Officials, Membership and Employees

- (1) President: Mr. Hiromu Seki
Managing Director: Mr. Choji Tsunashima
Other Directors: 10
Auditors: 5
- (2) Membership: 1,594 (Regular membership: 710
(Associate membership: 884)
- (3) Number of employees: 56 (Male 29
(Female 27)
 - a) Manager (1)
 - b) General Affairs Dept. (6)
 - c) Credit Dept. (25)
 - d) Insurance Dept. (2)
 - e) Economic Dept. (18)
 - f) Guidance Dept. (4)

- (5) Total Amount of Marketing: ¥133 million
 - (a) Rice: ¥27,870,000
 - (b) Livestock products: ¥12,320,000
 - (c) Fruits: ¥90,270,000
 - (d) Average amount per member 342,978
- (6) Facilities
 - (a) Fruits (apples and peaches) Grading Center
 - (b) Gasoline Stand
- (7) Guidance Activities are promoted by:
 - (a) Farm management advisor of the society
 - (b) Horticultural advisor of the society
 - (c) Home-Life advisor of the society
 - (d) A secretary
- (8) Dividends at the end of 1964
 - (1) Patronage Dividends: ¥2,430,000
 - (2) Dividends on share capital ¥1,660,000
- (9) Others
 - (1) Issuing monthly organ "Agricultural Cooperative News"
 - (2) Broadcasting through Wire Communication System
 - (3) Production of slides and 8 mm movie films

II A-V Education in Hirao Unit Agricultural Cooperative Society

1. Introduction

It is very recent that the importance of publicity activities in agricultural cooperatives was recognized, but even before the introduction of modern communication method a certain type of publicity activities had existed in order to maintain the close contact between the society and its members. The use of audio-visual aids in publicity activities has been made possible by the economic and cultural development in Japan.

2. The beginning stage of A-V education

a) Relation between members and the Society

During the war-time, cooperatives of pre-war days were reorganized into an agricultural association by the Government and all the farmers were enforced to join the association. When voluntary agricultural cooperatives were established again after the war the membership of the association was just shifted to the new cooperative society. Therefore, the consciousness of the members was very low at that time. As the economic conditions in post-war days were much improved, the backwardness of agriculture became so evident that the stabilization and improvement of farmer's economy was urgently in need. For such purpose the society organized group meetings to discuss with the farmers, making use of paper-shows for the general topics such as "how to build a new and healthy village", charts with pictures for the explanation of the business records, and posters and simple printed materials for the propaganda of the businesses. Also match-boxes, towels, calendars etc., on which various catchwords such as "Let's run to the coop before sinking in thought", "Go to the Coop for marketing, purchasing, saving and everything" etc. were printed and distributed. For women members reading circles were organized as a part of the education activities making the use of Ie-No-Hikari monthly magazine as text. After that the interests of members

in the stabilization of life and the improvement of cultural and educational standards were increased. While performing the Three Year Plan for the expansion of agricultural cooperatives, we organized a women's association of agricultural cooperative society in 1949, a children's cooperative society (1949), management committees on specialized subjects such as credit, purchasing, silk-worm raising etc. (1951) and a youth association (1953) for the purpose of strengthening the ties between the society and its members. In 1953 the first issue of the agricultural newspaper was published by the society. The editing was mostly done by the youth association of the society. The newspaper was very simple but it was the first society in Nagano by which an official organ of the society was issued and it attracted members. The newspaper was published only a few times a year dealing with the village and agricultural problems as major subjects and the results of inquiries on the "Request to agricultural coop financing", "Request to purchasing business", "Opinion on the establishment of wire communication facility" etc. were also publicised on the paper. In this manner the society could get to know the opinions of the members as well as propagate the business of the society.

- b) Relation between the children's cooperative society and the society.

The society has made large efforts to promote the children's cooperative society and for further promotion the society sponsored the Soroban (abacus) counting contest for school children and taught them how to calculate interest in the class-room. Also the society collected posters or catch-words on the promotion of agricultural cooperative sayings from school children with the effort of the schools which gave individual tasks to the children as homework during the summer vacations. A prize was given to the best and the good ones were displayed at the agricultural cooperative society, the school, the public hall, the public baths and so on as a means of the saving campaign for the public. Once a year the society commended a children's cooperative society which had made good records of activities and taught how important it is to save money.

3. Use of film slides and development of such activities

After the enforcement of the Home Life Improvement Project, the society has applied to use colour slides for propaganda as well as charts and posters at the BURAKU meetings since 1958. These visual aids used at that time were selected from among those produced by the prefectural union, the credit federation or the Rural Cultural Association and they have made a large contribution to the better understanding of the members on the activities of the society. Since then the slides have been greatly popularized in the education and training of women and employees.

In 1962 the society established the publicity section which had not been established in any other societies in the Nagano Prefecture at that time and started to publish the monthly "Agricultural Cooperative News Letter" and to produce slides. The self-production of slides is largely due to the nomination of the society as the model coop for slides by the Nagano Prefectural Union of Agricultural Cooperatives. The contents of the slides were: activities done by staff members, various events and business records which had occurred during the time from the previous general meeting to the next, and the slides were titled "Our Society" and "Agriculture in Hirao". They have been used frequently at various meetings. The society also processes slides for visitors every year.

4. Use of the Wire Communication System

Since 1960 the campaign for the planning of farm economy has been largely promoted and the necessity for the modernization of agriculture was strongly requested. In the area of the society an outdoor broadcasting facility had been established by a Government subsidy but as there was only one telephone in this area, everyone had felt the inconvenience. Therefore, the broadcasting facility was changed into a wire communication system by the initiative of the

Hirao Unit Agricultural Cooperative Society in 1960 and all members have been tied by wire. Programmes broadcasted through this system are as follows: Radio Agricultural Course, Advice on farm work, Announcements from each section of the society, Time for farmer's own production etc. Thanks to the introduction of the wire communication facility, joint production and home-life improvement activities have been much promoted. In 1963 the facility was shifted from the society to the town office by the Law, but the time of the Hirao Unit Agricultural Cooperative Society is maintained.

5. Starting of self-production of 8 mm Movie Film.

Since 1965 the society has started self-production of 8 mm films. The first film planned by the society will deal with the records of the business and activities of the society, group production activities of members. Also it is planned to produce a film on "One year of a model farmer" which will be utilized for technical guidance.

6. Other publicity activities.

Besides the materials mentioned above, which have been effectively utilized in publicity activities, the following are performed as part of the publicity activities:

- (1) Functioning as sales agent for the Japan Agricultural Newspaper
- (2) Propagation of the monthly magazine "Ie-No-Hikari".
- (3) Distribution of leaflets with newspapers for the propaganda of the cooperative store.
- (4) On special occasions such as celebration meetings for the completion of the saving-target, the president of the society makes an address to the members on the business conditions and future plans which will be followed by attractions such as stage performances and movie films to increase the mutual understanding and friendship among members.

- (5) Organize penmanship and paper writing contests for middle-school children once a year for the purpose of propagating mutual insurance of agricultural cooperatives.
- (6) Supply of news to the broadcasting station and newspaper companies.
- (7) Quiz Prize, "How much savings will be collected on Saving Promotion Day?"

7. Conclusion

Due to the industrial development, many A-V aids such as radio, tape-recorder, T.V., color T.V. etc. as well as various printed matters have been much popularized and the life of the members was much enriched. Therefore, most of the members do not pay much attention to A-V education if it is old-fashioned, but all activities of the society must be supported by organizational power based on the face-to-face contact of the members.

8. Major Prizes

- (1) Prize for an announcer of the society at the National Contest in 1962
- (2) Prize for the Official Organ at the Prefectural Contest in 1963
- (3) Prize for slides at the Prefectural Contest in 1964
- (4) Prize for the Official Organ at the Prefectural Contest in 1964

Effects of the Use of Visual Aids

in
Group Meetings

Regional Workshop on Audio-Visual Aids

IDACA and ICA

June 1 - 14, 1965, Tokyo

How to Introduce Films

Introduction of both Audio and Visual media is, generally, expected 35 percent increase of our comprehensions and 55 percent increase of our impressions in comparison with the introduction of only Audio media. Films such as movies and slides are very effective media, but unless films are not introduced in a good way at all, the success of education and training can never be entirely expected.

Films are classified as follows:

1. Films brought forward subjects.
2. Films interpreted technical media.
3. Films advised ways of thinking.
4. Films shown (unordinary) scenes.
5. Films adjusted complicated contents.
6. Films conveyed new informations.

These films are often introduced into companies (mill, private store, service office, office), labour unions, corporations, schools and so on and are available for development of group activities, seminars, workshops and so forth. Discussions and exchange of views of a number of people as well as film are also introduced for the attempt to development of above-described activities.

I. Small Group Meeting

Introduction → Subject presentation → Discussion → Conclusion

The number of group constituents to proceed discussion effectively is 7 - 8 to 15 - 16. The leader must be ready beforehand.

1. Introduction

It is most important that the attentions of all participants should be put on the subject. Each participant must drive various kinds of thinking out of his mind which is far from the subject and be interested in the subject.

The leader, first of all gives greeting and explains the subject about which all participants can sufficiently consider.

2. Subject Presentation

The ways of subject presentation can be separated into the two: one is the way that the film must be introduced and another is the way that explanation of the subject and examples must be introduced as utilizing supplementary films. If the presentation of the subject is uncomplete and all participants can hardly understand sufficiently the subject, discussions are not proceeded successfully.

The chapters of the organizations and the processes and the names of the dramatic personnel shown by the films may be written on blackboards and papers or may be brought to be printed. Besides the data and material which are described, the connection between the subject shown by the film and the concrete subject in actuality may be presented. Accordingly, both the discussion and the film must be

anged in effect.

Discussion

The leader utilizes the type of question in order to make the discussion smooth, for example:

"What do you think about this subject, or this point?"

The object of these questions should be to all participants. The question which is the key of the development of the discussion may be written on paper and the blackboard. If the discussion group is active, many opinions are spoken out and accordingly the leader can control two persons not to speak out.

In case that the participants do not speak out, the leader may appoint some participant to speak out, for example:

"Mr. A, what do you think of?" "Miss B, how about you?"

4. Conclusion

The leader describes the process of introduction, subject presentation and discussion according to the chapter below.

<u>Process</u>	
1. Two minutes	Introduction Greetings
2. Thirty minutes	Subect Presentation
fifteen minutes	(Subject interpretation (Delivery of Sheet (1), (2).... (Showing of statistics
fifteen minutes	Film
3. Discussion	Question Opinion

After describing the process, the conclusion must be attached to approach. Otherwise, on filming the conclusion can be attached.

II. Brain Storming Media instead of Discussion

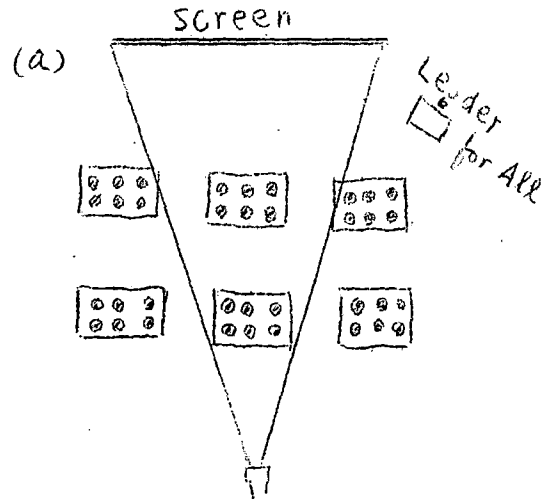
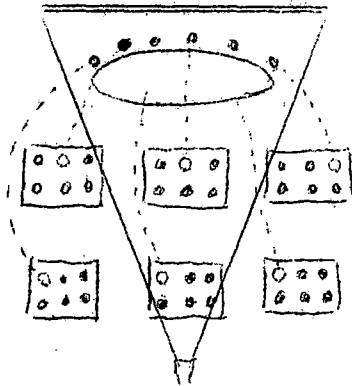
All participants must raise up creative ideas as many as they can for the solution of the subject. 30 - 50 minutes are used for presentation. Critical ideas are forbidden. Lastly all ideas that the participants raised up must be summarized.

III. FLIM FORUM IN BIG GROUP MEETINGS

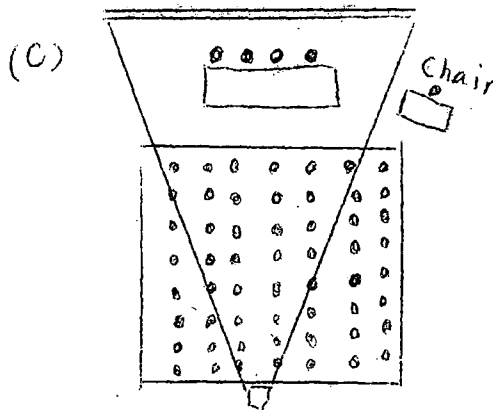
A big group which consists of 100 to 1,000 participants can be separated into several small groups consisting of 5 to 6 or 15 to 16.

(a) 6x6 forum ----- Buzz Session

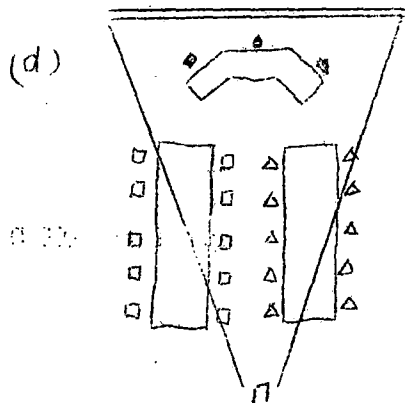
(b) Panel discussion



(c) Symposium Forum



(d) Debating Forum



HOW TO MAKE 8 mm TALKIE FILM

Workshop on Audio-Visual Aids

ICA and IDACA

Tokyo

June 1 - 14, 1965

I. CHARACTERISTICS OF 8 mm FILM

1. A Size of one Scene

A size of a scene is one fourth of 16 mm film and one thirty-fifth of 35 mm film, so that it is economical than the last two films. But these is a limitation in expression. That is, it is necessary to include close-up scenes to a certain extent to increase the effectiveness of a film.

2. Development and Printing

As 8 mm film is reversal, it is not necessary to make negative and positive films. Exposed negative film can be screened as positive film, which means to save the cost. However no printing process is so needed that more attention is to be paid to keep adequate exposure, etc. in shooting.

3. Shooting

The first characteristic of 8 mm film is to be economical while it has some limitation as mentioned above. This can be said about 8 mm Camera and Projector. The second characteristic is in its simplicity or handiness. For instance, the prices of the camera and projector are more or less the same as those of ordinary camera and slide projector. The camera is light enough to be carried by women and children, and also it is easy to focus and adjust exposure rate because of automatic system.

Thus, 8 mm film is cheaper in price and better in handiness and simplicity, and even beginners are easily able to produce films. The real virtue of the film is to be able to be produced as users wish without much

high techniques and regulations. But it should be avoided to produce a film without any plan and fundamental knowledges.

II. BASIC KNOWLEDGES ON SHOOTING

1. The 8 mm film is 16 mm width film, so that it can be exposed on each run. The length of one role of film is 25 feet and it will be used for 4 minutes. After developing the film it is cut into 8 mm width.

Types of reversal film and prices

(Black and white):	Fuji Neopan	ASA	40	¥	620
	Fuji SSS	"	250	"	620
	Sakura US Pan	"	40	"	650
	Minori Pan	"	40	"	550
(Clour):	Fuji	ASA	25	¥	1,250
	Sakura	"	20	"	1,250
	Kodak Daylight II	"	25	"	2,000
	Kodak Tangsten II	"	40	"	2,000
	Ansco Daylight	"	25		

2. Length of one Cut and Shooting Time

Four minutes shooting by one role is based on the shooting speed of 16 pictures per second. In case of 8 mm camera shooting speed must be 16 pictures per second, but in case of talkie film 24 pictures per second is more desirable.

The relations between shooting time and the length of film in standard speed are as follows.

1 second (16 pictures)	0.2 feet
5 "	1 "
60 "	12 "
120 "	24 "

Accordingly the length of one cut should be more than 1 feet or 5 seconds. One scene consists of several cuts and several scenes constitute a sequence. Several

sequences make one complete film.

Considering those relations we may decide how many sequences, scenes and cuts are to be included when we make one complete film by one role or in 4 minutes. Generally the member of out in one scene should be more than three, each of which should not be overlapped by using the same size of subjects and angle.

3. Size of Subject

Sizes may be classified as follows,

- Long-shot -- Discription of circumstances
- Full-shot -- Full length of body
- Medium-shot -- 70% of body
- Bust-shot -- Above the hip
- Close-up -- Face

As the size becomes larger, the shooting time should also be extended. Focussing of 8 mm camera in long shot is not so accurate, but the focus in full-shot, medium-shot and Bust-shot can be well adjusted. In case of close-up, it will be difficult to adjust the point on whole subject if it is deep in depth. A point to be focused is to be selected.

4. Angle of Camera

These are two kinds of angle such as high angle and low angle. The former is to hold a camera above eyes and the latter below eyes. Those angles are used to stress special circumstances or to describe distance or location of subjects. Special consideration should be given, however, not so as to discontinue the subject in moving when the size and angle are changed.

In many cases it becomes necessary to shoot the same subject repeatedly under different conditions.

5. Composition

Any good subject may not be able to appeal anything to viewers if it is in a corner of a scene or too small. In order to make a scene well balanced and expressive, the composition should be carefully considered.

The eight basic types of composition:

- (1) Bilateral symmetrical type
- (2) Top and bottom symmetrical type
- (3) Vertical line type
- (4) Horizontal line type
- (5) V letter type
- (6) Inverted V letter type
- (7) Inclined type
- (8) S letter type

Of course it is not necessary to follow those types so rigidly in shooting but the composition should be fundamentally based on them. If a scene is unstable due to the strong vertical or horizontal line, it is to be put aside into the place of one third of the top or bottom or the right or left. Composition is largely effected by a camera position. For instance, if you wish to stress a distance or solid a camera position is to be well considered.

6. Camera Position and Unification of Direction

In case of a film of the train running, if the first cut is moving from left to right and the second cut is from right to left it gives only confusion to viewers. Such thing is caused by the wrong position of camera. So that the position of camera is to be well arranged in connection with the direction of scene.

III. SHOOTING TECHNIQUES OF 8 mm FILM

1. Still Subject

It should be avoided to rotate camera too much, especially for beginners. In order to study the adequate size of a scene, camera angle, direction of subject, composition, etc. the beginners should start producing a film with still subjects.

2. Panning Scene and Zooming Scene

Panning is used for showing a wide subject or for connecting a thing with others. Panning speed is to be different according to the content of a scene. Panning without any purpose should be avoided. It is also necessary to have still scene at least for 3 or 4 seconds before and after the panning. In zooming the same things can be said.

3. Frame-in and Frame-out

In order to show a progress of subject frame-in and out will be used instead of panning camera. This method is mainly used to change a scene. The scenes before and after the frame-in and out should last at least for 3 seconds.

4. Wiping

This is a method to be used for showing lapse of time or change of scene. That is, as a scene is wiped a new scene will come out. When a wiper is not available on the market, other simple method by writing or junction may be used.

5. Fade-in, Fade-out and Overlapping

Fade-in and out mean to change the light of picture

from darkness to bright or opposit. This method is used when a scene is largely changed. For instance in case of conclusion of a story. If a camera is not equipped with special attachment for that, polarize filter or ND filter may be used for. Overlapping is also one of the methods to change a scene, and which is used together with fade-in or out.

6. Close-Shooting

The minimum distance of shooting by standard lens for 8 mm camera is about 1 feet in case of focusing type and 6 feet in case of fixed focus lens. For zoom lens and telephoto lens it is about 3 to 5 feet. Therefore if a camera is equipped with medium ring and attachment, the minimum distance for the close-shooting of a subject will be shortened to a certain extent. In such a close-shooting the following three points have to be marked.

- (1) To use three legs
- (2) To be careful in focusing because the depth of a focus becomes shallow
- (3) To open an iris a little more because of the less intensity of radiation

7. Insert-shot and Cut-back

These methods are used for showing the lapse of time, psychological circumstances, change of places, etc. A cut to be used as insert-shot may not be related at all with the cuts before and after.

Cut-back is a method to show more than two scenes co-related alternately. In other words it is to make one sequence by putting simultaneity and correlation in different cuts. For example, to create a tense atmosphere by showing a scene of fire and a scene of fire-en-

gine hastening to the place alternately.

8. Other Scene Changing Methods

What are mentioned above in connection with basic knowledge of shooting and techniques are all related with a scene changing. But there are still some more methods as follows;

- (1) Method to connect by action
- (2) Method to change a scene psychologically
- (3) Method to change a scene visually

IV. COMPOSITION OF SCENARIO

It will not only be able to appeal to the viewers but to tire them if a film is not rich in contents while it is excellent in techniques and materials. It is primarily important, therefore, to make a plan carefully in advance so that a good film may be produced with lower cost. Such a plan is made on the basis of a scenario. A scenario is just principles and points which a producer wants to appeal to the viewers through film. There are several rules in composition as follows;

(1) Theme

Only one theme should be selected. Otherwise the principle or point may not be understood.

(2) Beginning, Development and Conclusion

In making a story on a theme, the length of each part should be well balanced.

(3) Beginning Part

This part is used as an introduction of a theme and is to be made as simple as possible so that the theme may be more emphasized.

(4) Ellipsis

As long description of a whole process of an event is nothing effective, scene changing is to be used to make it more effective. Which means an ellipsis.

(5) Concluding Part

This part should be short enough to finish with good impression.

V. EDITING

(1) Materials necessary for editing

Editor (Viewer), film splicer, film-cement

(2) Some Remarks in Editing

The rule of editing shall be referred to the basic knowledge and techniques in shooting mentioned before. In general a leap of scene and contents should be avoided in splicing films. Also the balance between length of announcing and scene should be well maintained. The length of scene is generally 1.5 times of that of announcing.

After editing, about 4 feet of waste film is to be spliced on the top and if some signs are marked on every 16th frame it will be convenient for recording.

VI. RECORDING

(1) Materials necessary for recording

Movie-projector equipped with recording device, mixer, player or tape-recorder with double recording system which is more convenient.

(2) Simplest way of recording

- a) To make a tape with background music in accordance with the length of film.
- b) To connect tape-recorder with mixer
- c) To connect mixer with projector
- d) To record on the film adjusting the volume of music and announce by mixer. The film is to be applied with magnetic liniment for recording or to be spliced with tape.

VII. MOVIE-PROJECTOR

There are two types of 8 mm talkie films. One is optical talkie film and the other is magnetic talkie film. The former is necessary to be recorded in the same way as 35 mm and 16 mm movie films, but the latter is suited for own-production of films without recopying.

Syllabus of the Lecture
on
Introduction to Wired Communication System

by
Mr. Z. Takanashi

Regionl Workshop on Audio-Visual Aids

I.C.A. & I.D.A.C.A.

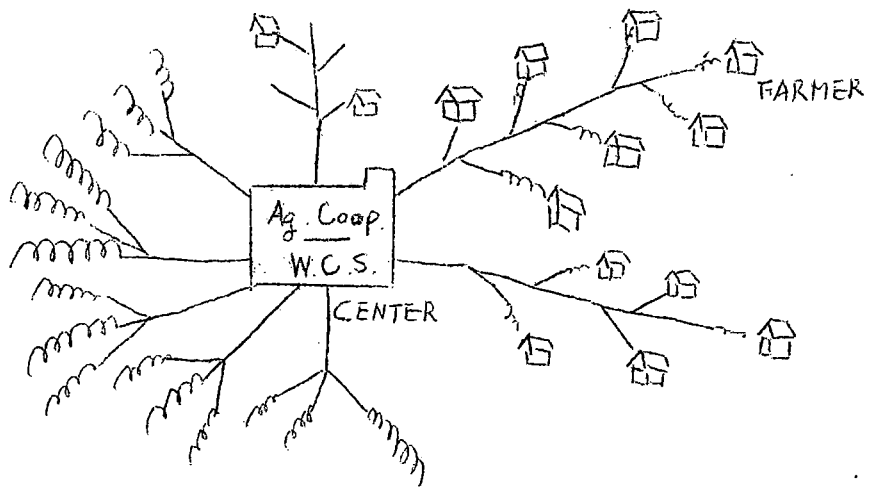
June 1-14, 1965, Tokyo

Outline of the Wired Broadcasting and Telephone
Installments in Japan

1. What is Wired Communication (Broadcasting and Telephone)
System?

Wired Communication System (hereafter called as w. c.s.) is the facilities specially designed for rural communication, owned and operated by agricultural cooperatives. There are some cases where local municipalities take its ownership and management.

In most cases, w.c.s. centers are located at agricultural cooperatives in respective localities. A center is equipped with all electric appliances and switch boards necessary for local broadcasting and telephone exchange. From the center, telephone wire is extended to subscribing farmers who are informed, from time to time, with various news and topics from their cooperatives and town offices or even from schools, through their w.c.s. center. Since the speaker set employed in w.c.s. is specially devised in the form of combination of a radio speaker with a telephone receiver, farmers can also get access to telephone communication by installing w.c.s. at their homes.



Thus, w.c.s. is, quite instrumental to quick communication in information activities in rural areas. In majority of the cases, broadcasting starts from 6 o'clock in the morning and ends around 9 o'clock at night with several times of punctuations for use of telephone communication. (as shown in the attached time-table.)

2. Development of w.c.s. in Japan

(i) 1932

As an experiment, the radio receiver set for joint use by community people was installed in Mito city, which was under co-auspices of the Government of Japan and of N.H.K. (National Broadcasting Corporation in Japan)

(ii) 1934

Installment of such joint facilities as adopted in Mito city took place one after another in Hokkaido and other parts of Japan with the consequence of increase in number

of benefitting rural people. Not only radio programme was relayed but local broadcasting programmes were also initiated. Some of joint broadcasting facilities were equipped with loud speakers for outside use and ten to twenty farmers were benefitted from the news and informations transmitted through such a loud speaker system.

(iii) 1951

This was the first year when they attached telephone communication system to the existing broadcasting facilities.

(iv) 1956 - 1962

Under the Government scheme called "Construction of New Farm Villages", installment of w.c.s. became subsidized by public finances. After 1963, this grants from the Government was switched to Government credit assistance with lower interest charge.

(v) 1957

Law concerning w.c.s. was first enacted.

(vi) 1961

It started from this year that w.c.s. lines were connected with public telephone lines (of Japan Telephone & Telegram Corporation) on an experimental basis. From 1965 this was

totally authorized.

(vii) 1965

At the end of February, 1965, the total number of w.c.s. facilities installed was 2,600 and 2,590,466 subscribing farmers were being benefitted.

3. Daily Operation of w.c.s.

The following table is an example of a daily schedule illustrating how the w.c.s. is being operated and how it is effective in rural publicity and communication.

Time	Programme	Time Length
from to		min.
6.00 - 6.20	Morning greetings, announcement	20
6.20 - 7.00	Telephone Communication	40
7.00 - 7.15	N.H.K. News, Weather Forecast	15
7.15 - 7.30	Self-produced Programme	15
7.30 - 7.40	Advertisement Hour	10
7.40 - 9.00	Telephone Communication	80
9.00 - 9.30	N.H.K. "Housewives Diary"	30
9.30 - 11.30	Telephone Communication	120
11.30 - 12.00	Lunch Time Music, Announcement	30
12.00 - 12.15	N.H.K. News, Weather Forecast	15
12.15 - 2.00	Telephone Communication	105
2.00 - 2.30	N.H.K. News, "From my Bookshelf"	30
2.30 - 3.00	Telephone Communication	30
3.00 - 3.10	N.H.K. News, Weather Forecast	10
3.10 - 6.00	Telephone Communication	170
6.00 - 6.15	Children's Hour	15
6.15 - 7.00	Telephone Communication	45
7.00 - 7.20	N.H.K. News, Local News	20
7.20 - 7.40	Evening Announcement, Weather F.	20
7.40 - 8.30	Telephone Communication	50
8.30	The End with some Advertisement	

4. A Typical Example of the c.w.s. Facilities

- (1) Owned and Managed by
Meiwa-machi Ag. Coop.
- (2) Installed on
March, 27, 1961
- (3) Subscribers of
2,832 households
- (4) Number of Lines
for general subscribers 153 lines
for special purposes 27 lines
(19 for Ag. Coop, 5 for town Office and
3 for Other Public uses)
- (5) Cost of Building and Facilities
29,613,000 Jap. Yen
- (6) Monthly charge for use of w.c.s.
200 Yen per household
- (7) Operated by
1 Chief, 1 Producer, 2 Engineers
11 Announcers and Switch - operators.

Information Activities of Agricultural Cooperatives

in the Nagano Prefecture

Japan

The Institute for the Development of Agricultural Cooperation in Asia

June, 1965

through active role of information activities.

4. Enlargement of the size of cooperative activities through amalgamation whereby careful consideration must be paid to intensify human ties among member farmers of enlarged cooperative institutions. This will only be realized by broadening cooperative information activities.

Fundamental Policies of Information Activities

1. To disseminate the information necessary for expansion and fortification of all types of cooperative activities, especially through enlargement of business size of existing cooperatives, and establishment of new business cooperative bodies.
2. To activate unified information activities for modernization of farm operation and level-up of rural life.
3. To strengthen the special function of information activities through attainment of uniformity and of systematic readjustment of various information centers at different levels.

Program for Information Activities
of Agricultural Cooperatives

Basic Idea for Planning

1. Adjustment of farm economy with liberalization of the National Economy.

Agricultural cooperatives and their member farmers must be fully aware of liberalization of trade, violent changes in distribution channels of farm products and keen competition among various sectors of the economy.

2. Cooperative spirit should be always stressed and strengthened. Agricultural cooperatives should bear responsibility for relevant policies and necessary information to tackle the difficulties and fears farmers are currently facing.

3. To take counterpart actions against aggressive mass production - mass communication from non-agricultural sectors which are mostly of big capitalistic concerns. Expansion of markets for farm produces is one of the utmost targets which can be achieved

Role of Information Activities

1. To activate dissemination of informations among members and to strengthen the necessary instruments for it.
2. To promote cooperative autonomy of members.
3. Prompt communication of proper news concerning the current agricultural situations thereby developing cooperative activities.
4. To promulgate amplification of varied functions of agricultural cooperatives and enlargement of market potential for farm produce.
5. To attain betterment of social evaluation of agricultural cooperation through
internal communication (coop. officials and members)
external communication (community, general markets
and consumers)

Role of Information Officers

1. To catch proper news on changing situations of agriculture and cooperatives
2. To actively provide the information resources to mass communication means such as radio, T.V., news papers and wire communication system.
3. To play a role of a monitor in information activities.
4. To make the best use of audio-visual aids and other communication tools.

Systems for wider Information services.

1. To fix the responsible position for each of the staffs whereby considerable save of budget and personnel shall be realized.
2. To connect information services directly with top

executives so as to disseminate their policies.

3. A central person in information activities must be in possession of broad knowledge and techniques of communication media, and continuous effort should be made for training information officers.
4. Practical research should be envisaged by organizing information committees or information councils both for horizontal liason and vertical coordination among agricultural cooperative institutions.

- o Special programme on "Women's Class"

- o Extensive use of commercial spot news

Wired Broadcasting

- o Publication of "Ag. Coop. News" as background material

- o Rebroadcasting of some selected radio programmes

- o Utilization of sono-sheets and sono-tapes

Movies

- o Monthly production of film news "Ag. Coop in Nagano"

- o Installation of film libraries

- o Production of movies introducing Ag. Coops to the public.

Film Slides

- o Installation of slide libraries

- o Self-production of film slides

Newspaper

- o Acquisition of more subscribers of "Japan Agriculture News"

- o Printing of special columns for Nagano

Official Organs

- o Issuance of "AG. Coops in Nagano"

- o Distribution of "Ag. Coop News"

Plans for Extensive Use of Information Media

For Promotion of agricultural cooperative publicity, the followings are planned for effective use of various information media.

1. Agricultural cooperatives should keep closer relationship with news agencies so that topics relative to agricultural cooperatives be taken up on radio, T.V., news papers and other publications.
2. Official publications or other information media of agricultural cooperative institutions should be utilized more effectively through closer collaboration among themselves.
3. The maximum utilization of A.V. Aids with least expenditure must be aimed at. For this, the effective use and coordinated combination of the followings should be considered.

T.V.

- ⊙ Continuous offer of "Ag. Coop T.V. Times" programme
- ⊙ Better use of commercial announcement

Radio

- ⊙ Self-production of "Ag. Coop. Hour" and its regular broadcasting.

(2) Meetings of the secretariat of the committee.

Each of the prefectural federations offers one or two staffs as a secretariat to the committee who meet regularly for making audio-visual programmes and their practical plans.

The Information Bureau of the Prefectural Union of Agricultural Cooperatives.

- (1) Specially designed organ to plan and to promote information activities of all agricultural cooperative organizations in the Nagano Prefecture.
- (2) The Bureau maintains several specialists in respective lines of general planning, broadcasting (radio, T.V.), news, audio-visual design and wired communication.
- (3) The Bureau has daily contacts with the prefectural committee, the wired communication association, Japan Agricultural News and the Ag. Coop Design Consultant group, which are housed in the Bureau.

Others

- Wider use of P.R pamphlets, leaflets and slips
- Preparation of design materials for coop propaganda

Additional Special Projects (Not regular ones)

- Study groups on various information means
- Seminar on rural information activities
- Agricultural coop school for photography
- Training of producers and announcers for wired broadcasting system
- Training on handling of A.V.aids
- Appointing information monitors

Organisations relative to information activities

Prefectural Committee for Information Activities

(1) Regular sessions of committee members.

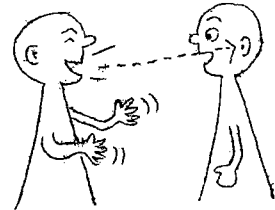
Members are composed of executive directors and managers of prefectural federations in each line of cooperative business. Sub-committee is also organised by department heads or section chiefs of respective federations for making better liaison of daily information activities by these federations.

GUIDE TO
WIRED BROADCASTING AND
TELEPHONE INSTALLATION

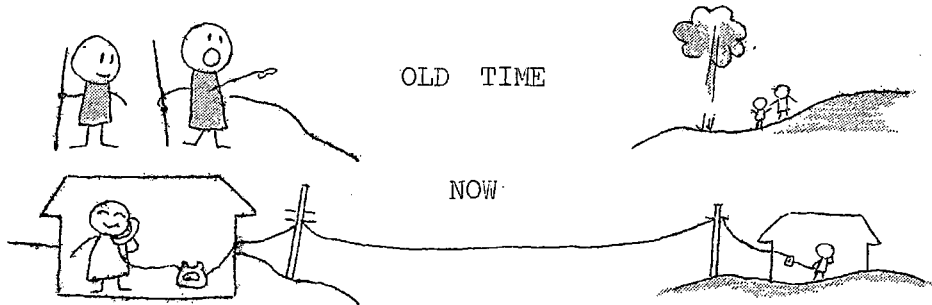
THE INSTITUTE FOR THE DEVELOPMENT OF
AGRICULTURAL COOPERATION IN ASIA

"Interchange of Information"

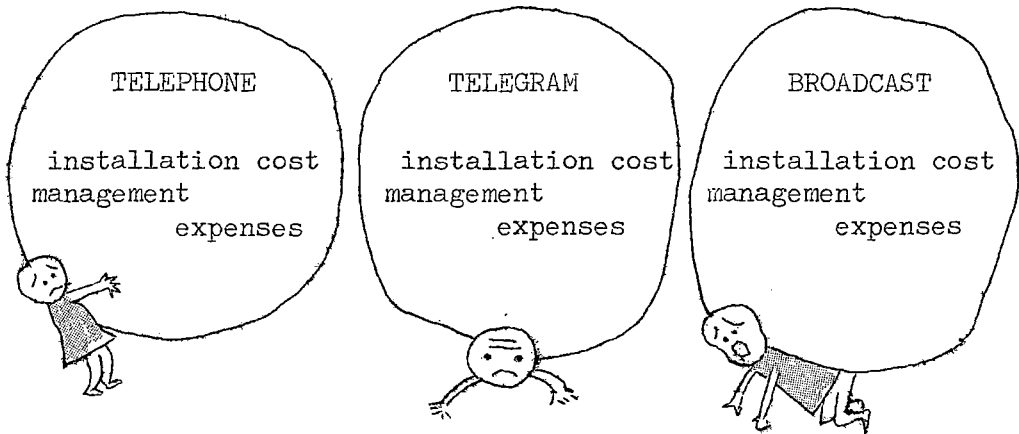
We use mouths and ears and sometimes use gesture when we want to inform our intention to other person or dicate other person, or report something to others.



But when conveying information to people apart, ancient people used to use smoke or drums and nowadays we communicate each other with letters, telegram, telephone or broadcastings.



It is widely known that telephone, telegram and broadcast are playing a great and important role in the improvement or elevation of economic, education and culture standard, but due to the high installation and management cost of these facilities, it is not easy for everyone of us to utilize these facilities.



Thus, wired broadcasting and telephone equipment has been brought out in order to carry on a telephone exchange office and to broadcast economically and conveniently with our own power.

Today the wired broadcasting telephone equipment is noticed as a new "Inter-change Equipment of Information".

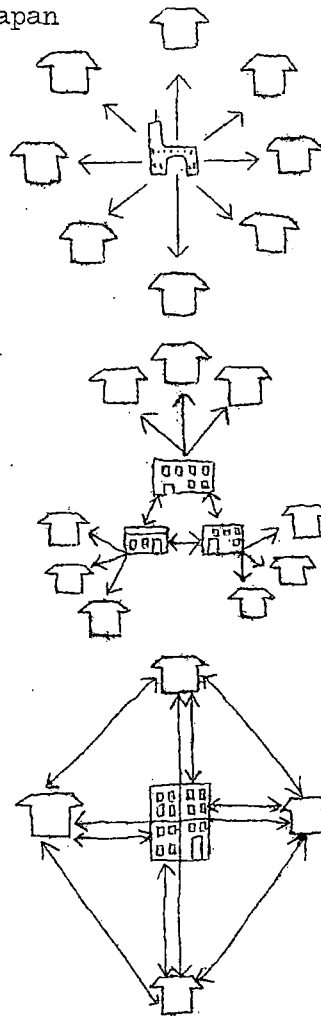


HISTORY of wired broadcasting and telephone equipment in Japan

In 1942: In the village where there is no electric power, a wired broadcasting equipment was established in order to broadcast voluntarily and adequately for an individual village. The establishing cost was lower than the cost of radio receivers operating with batteries. --This was the beginning of the broadcasting and telephone equipment.--

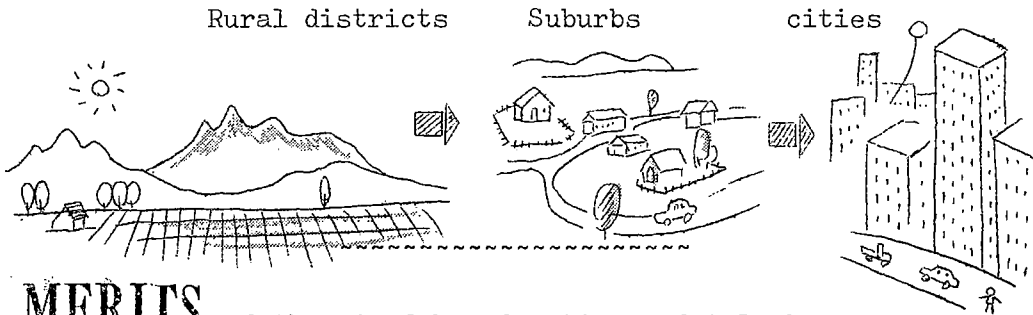
In 1950: By this time the information was being passed to subscriber only from the central station unilaterally. People, who became unsatisfied with this system, established the equipment by which a part of subscribers can communicate each other.

In 1955: The equipment by which all the people can exchange information each other came out. This is the combined system of a telephone station and a broadcasting station. --This is the broadcasting and telephone equipment we have presently.--



During these twenty years, in other words, during these seven years since when telephone and broadcasting were combined, more than 15 million houses subscribed in a year.

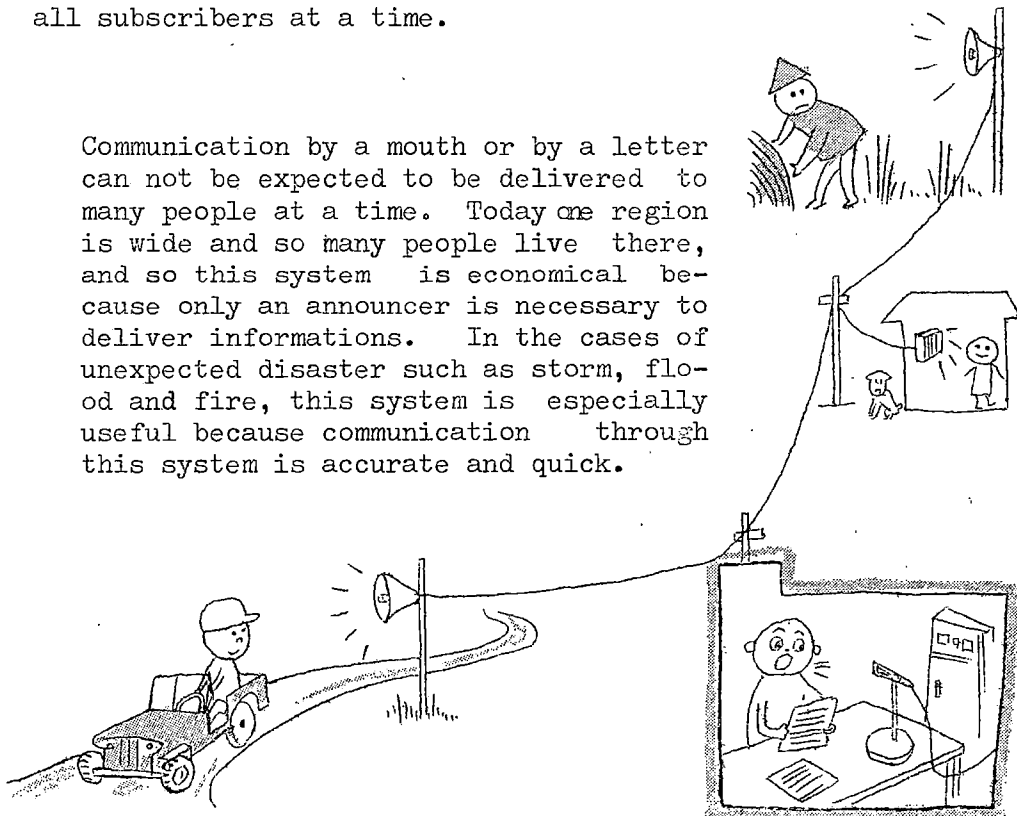
As for the installation place, this system was established in rural districts such as villages at first, and by and by it is established in suburbs and recently the system is installed even in cities.



MERITS of the wired broadcasting and telephone

Informations are quickly delivered to all subscribers at a time.

Communication by a mouth or by a letter can not be expected to be delivered to many people at a time. Today one region is wide and so many people live there, and so this system is economical because only an announcer is necessary to deliver informations. In the cases of unexpected disaster such as storm, flood and fire, this system is especially useful because communication through this system is accurate and quick.



Very low cost of
installation

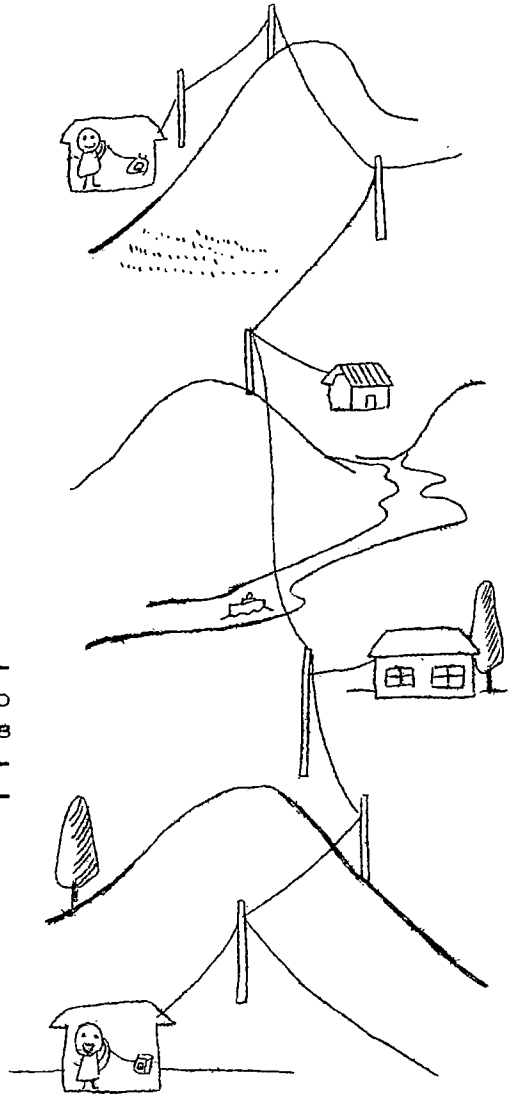
The installation cost of this system is about one fifth comparing with the installation cost of normal telephone system. About ¥20,000 (about US\$55) for one subscriber is enough for installing one complete system though the cost is different according to the coverage area and topography.

No limit of
the place to install

This system can be established wherever it is required. Even at some rural districts where the radio reception is hard, radio program can be delivered and communication by telephone is possible wherever telephone cables are installed.

Very quick communication
among subscribers

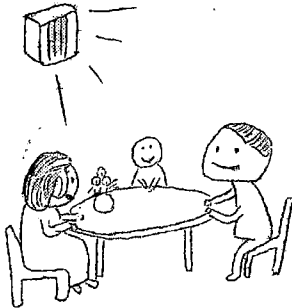
Not only delivery of radio program from central station to subscribers, exchange of people's thought or opinion through telephone is possible among subscribers.



Great contribution to
the improvement of village life

Thoughts and opinions of administrative officials and people are smoothly interchanged, and culture and civilization are improved, political ideas are heightened and the information of production and products' movement is exchanged quickly.

People who are using this system in Japan say as follows:



"Most farmhouses are apart from city and so it takes many hours to go to city office or to go to city to buy farming tools and manure. With the aid of the wired broadcasting and telephone equipment we save hours, for we can check arrival of them and order them without going to city."

"In villages there is little publication from which people get knowledge. With the aid of this equipment we can get information about education, culture and politics as well as agricultural information. Now this system is one of necessities."

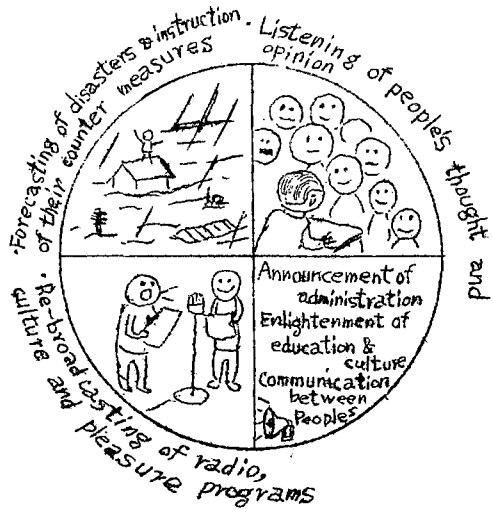


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APPLICATIONS

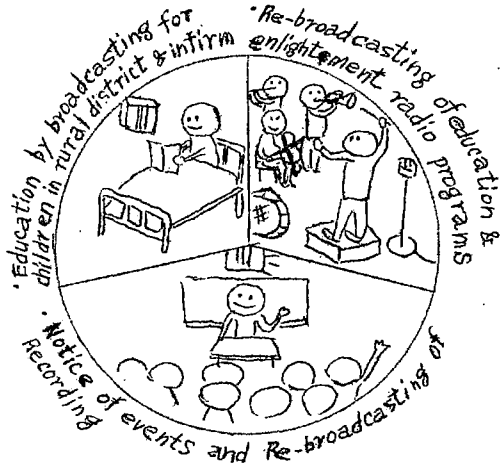
Agricultural
Cooperative Association



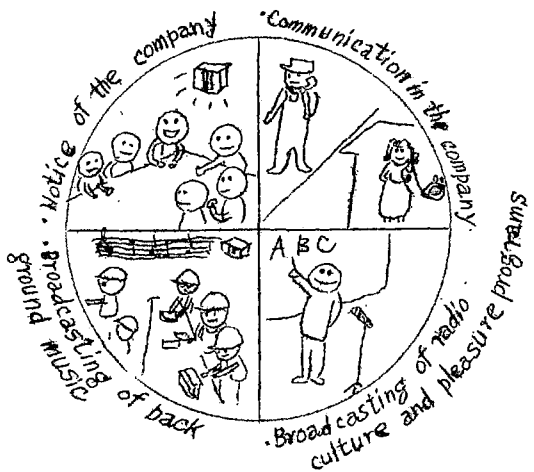
Self-governing
administration body



School,
Religious organization



Office and
factory

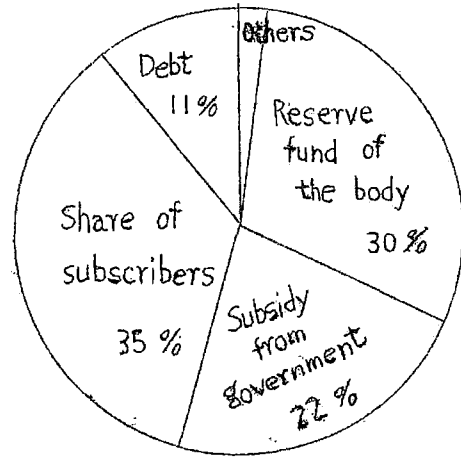
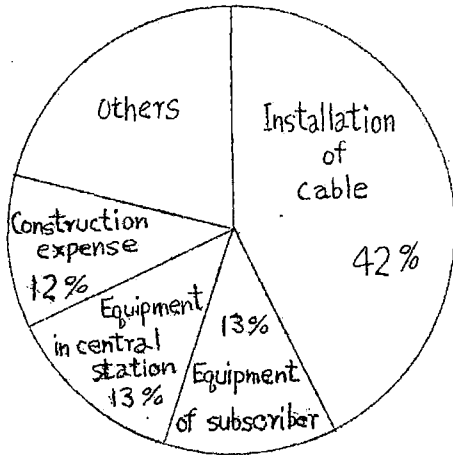


Preparation and

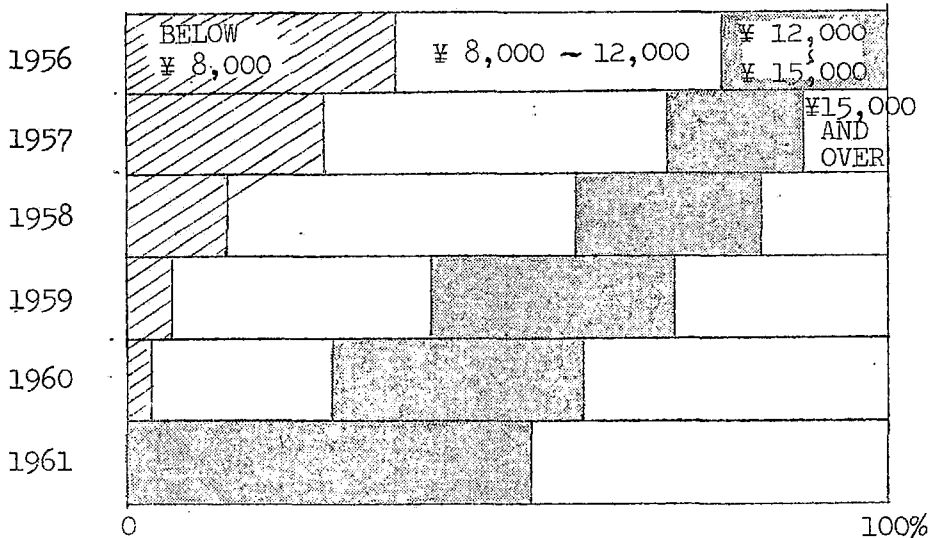
usage of the money in Japan

Items of the installation cost
of wired broadcasting and telephone equipment

- Usage of the installation cost
- Financing of the installation fund



One subscriber's share of
the total installation cost



EXAMPLE

A small town of Shiga Prefecture
in Japan

Area	100km ²
Community	40
House	3,600 houses

Causes of adopting this system in this village

1	This is a united community of one ex-town and four villages.
2	Usual method of communication is extremely inconvenient to deliver informations to 40 communities of 3,600 houses.
3	In order to establish an unity of the administration.
4	In order to elevate people's cultural level.

First installation scale

Service district	26 districts
Subscribers	2,600 houses
Line of the switch board	100 lines
Output power of broadcast- ing amplifier	300W
Total length of lines	350km
Total installation cost	¥ 31,150,000

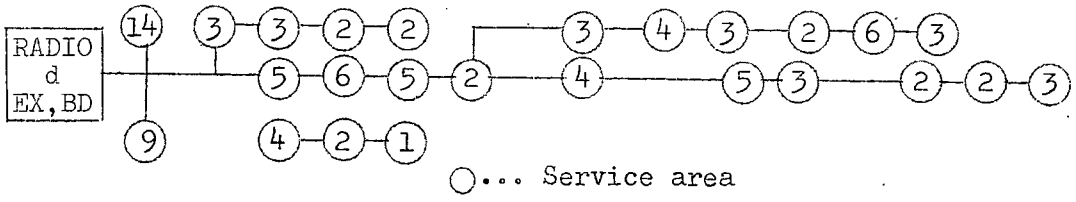


Figure....numbers of lines

- Effect
1. The number of subscribers is 72% of all houses.
 2. Broadcasting and announcing hour is for 3 hours and a half.
Telephone service hour is for 12 hours and 35 minutes.
 3. Number of telephone calling service: 3,000 calls a day
Busiest time: 320 calls per hour

TIME	AM	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
TELEPHONE SERVICE			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
BROADCASTING AND ANNOUNCEMENT		▨			▨			▨		▨			▨				▨	▨
PROGRAM																		

NOTICE NEWS RADIO BROADCASTING
 RADIO BROADCASTING (LADY'S TIME)
 PLEASURE NEWS OF NOON NEWS
 NEWS NEWS
 NEWS NOTICE NEWS
 RADIO BROADCASTING

COMPOSITION

Central station

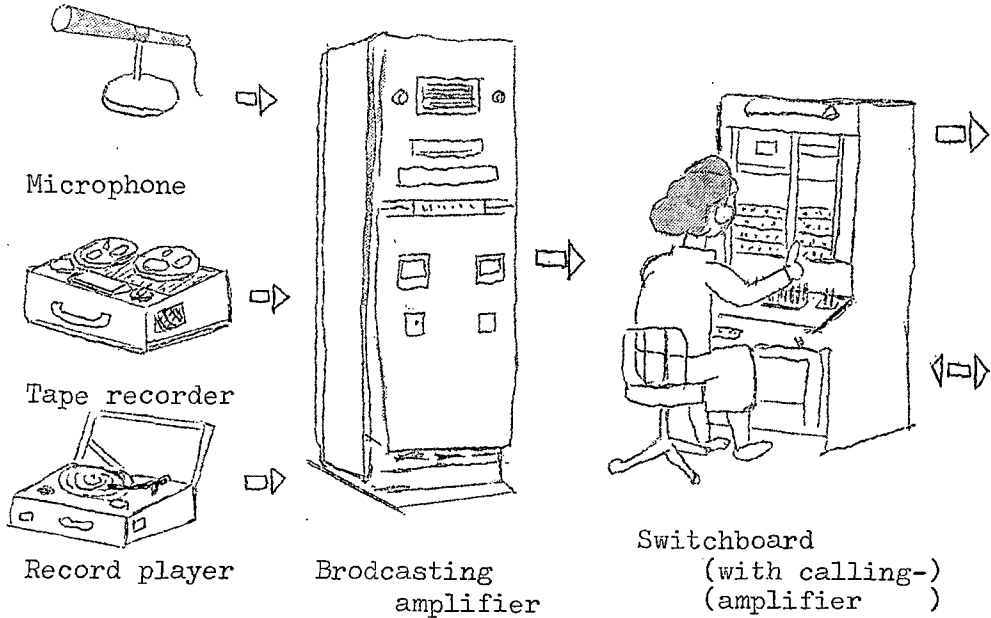
Broadcasting amplifier

Microphone
Tape recorder
Record player

Switchboard

Power source

Equipment protecting the central station from
thunder



Microphone
for announcement

Tape recorder
for recording radio programs and educational speeches and rebroadcasts by broadcasting amplifier.

Record player
for distribution of music

Broadcasting
amplifier

is a transmitter of radio program, voice and music. According to the number of subscribers the output voltage can be adjusted

Switchboard
(Calling amplifier)

This has a function to exchange radio broadcasting and telephone service. According to the number of subscribers, number of lines can be controlled. From 10 to 15 subscribers are connected to a line. Call is done in voice, and so switchboard has calling amplifier.

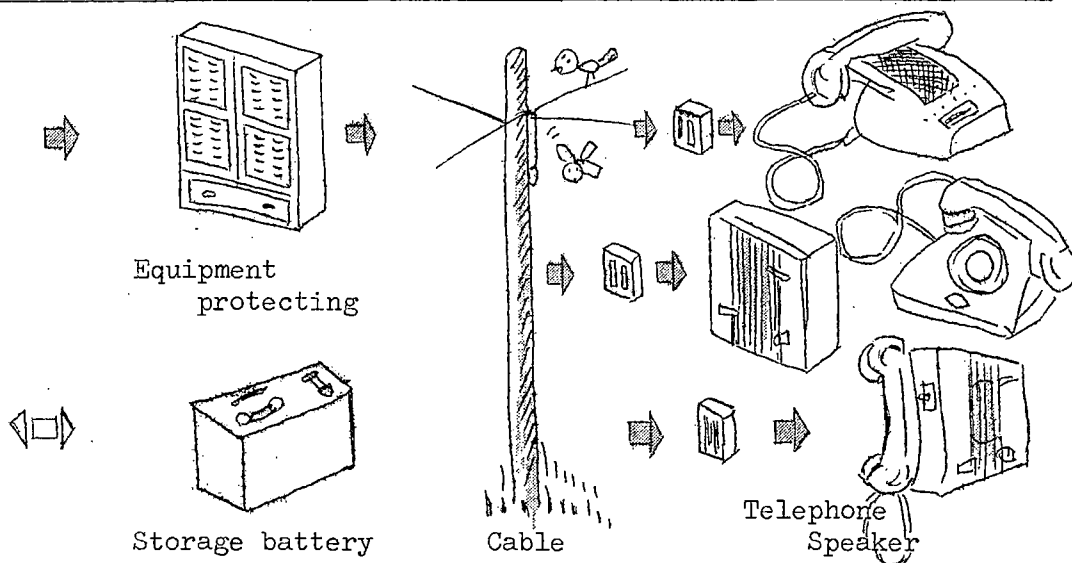
AND FUNCTION

Wiring

Vinyle coated rural
distribution wire

Equipment for subscribers

Equipment protecting telephone
speaker from thunder
Telephone speaker



Equipment protecting

broadcasting amplifier from thunder protects equipments of central station from unusual voltage and current occurring on an outside line.

Storage battery

supplies switchboard electric current required for signal and talk. Storage battery can be charged repeatedly.

Wire

Cheaper wire is used comparing with wire for usual telephone system. Copper wire RD, EP, SD, cable

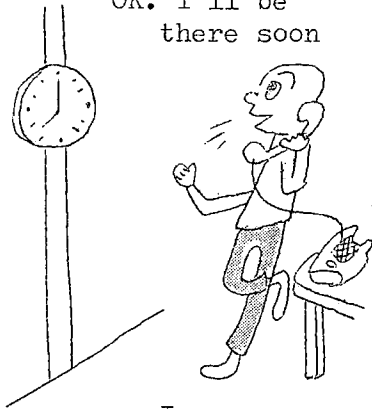
Telephone speaker

has a function as a speaker and a function as a telephone in order to receive broadcasting and to com-

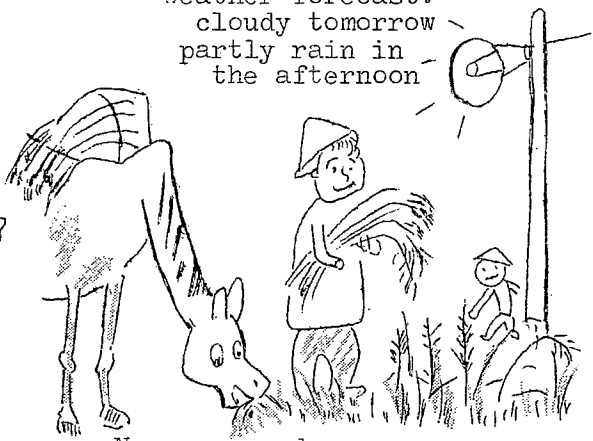
municate clearly. There are telephone type, box type and separate type of speaker and telephone. Telephone type telephone speaker can be hanged on wall as well as put on a desk.

Effect of wired broadcasting and telephone equipment

OK. I'll be there soon



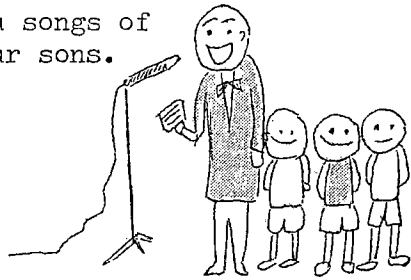
Weather forecast:
cloudy tomorrow
partly rain in
the afternoon



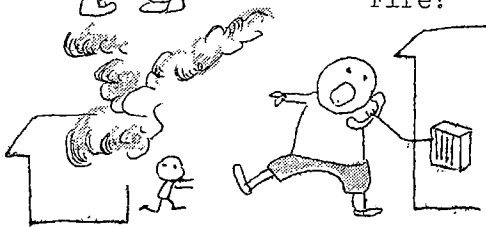
Is your son
sick in bed?
I'll be there
in a minute.



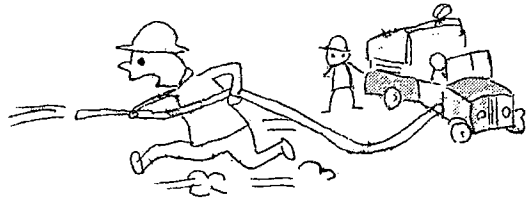
Now, we send
you songs of
your sons.



Fire!



Just in time



Today's NEWS high-light



MR

AVA - 5

Different Types of Audio-Visual Aids

and

Their Respective Costs

I. D. A. C. A.

Tokyo

Types	Main Uses	Mechanism or Brands	Costs(TokyoPrice)
Still Camera	Production of slide films and film strips Production of photo-poster and other picture illustration for varied magazines and periodicals Production of visual records of cooperative activities	(1) Mono-lens reflect camera with convertible lens. (2) Twin-lens reflect camera (3) Popular-type of 35mm camera (4) Repotype of 16mm camera	about \$100 about \$ 30 \$50 - \$80 \$20 - \$30
Slide Projector	For business report before the audiences For BURAKU meetings A.V. explanation for outside visitors Education and training of production techniques	(1) Auto-slide projector with synchronizing system of pictures and sounds. (2) Conventional type of hand operating projector (3) Koga daylight vision (4) Overhead projector	\$180 - \$200 \$30 - \$50 \$110 \$220
8mm Movie Camera	Education on farm techniques Recording of cooperative activities	(1) Spring-wind, E E, No Zooming (2) E E, Zoom Lens, Battery- Operating	\$25 - \$50 \$80 - 180
Movie Projector	Education and entertainment purposes in various work-shops, conferences and rural meetings	(1) 16mm Talkie (2) 8mm soundless (3) 8mm Talkie	\$500 - \$1,000 \$80 - \$100 \$150 - \$200
Tape Recorder	For all types of audio records Use in wired broadcasting system. Joint use with slide projector	Sony and others	\$80 - \$100
Loud Speaker System	Making announcement and broadcasting, either indoor or outdoor	Microphone Amplifier and Speaker	one set \$800 - \$1,200

Types	Main Uses	Mechanism or Brands	Costs(Tokyo Price)
Memeograph Printer	For documentation	(1) Hand operating (2) Regular (Electric)	\$80 \$550
Photo Copier	For making copies	Tocope	\$200

HOW TO MAKE PHOTO SLIDES

Workshop on Audio-Visual Aids

ICA and IDACA

Tokyo

June 1 - 14, 1965

HOW TO MAKE PHOTO SLIDES

1. Introduction

It is presumed that you have already well mastered the use and the effect in rural villages of slides made available on the market. However, as regards those slides featuring things indigenous to your locality or activities in the community, you will have to make them yourselves since they are not available ready-made on the market. As it is a technique to make photo slides, proper techniques are needed at each stage of slide making. The so-called 'well made slides' must meet these conditions that they are well arranged so as to enable the viewers to easily follow the sequence, and that they are photographically well done. Only when these two conditions are met, your products will be able to win compliments.

Now matter how easy it is to follow what is meant, a considerable cut will have to be expected in the marks if the slides are poor from a photographic standpoint. In order to make good ones, unnecessary failures should be avoided as much as possible, although a failure will be a good lesson for the next attempt.

2. Planning, composition, script, photography, editing

Even only one photograph requires considerable efforts and works before it is finished. When it comes to slides, a different approach or further efforts will be needed, because they are to be compiled as a set or as a series. it will never be possible to make up presentable slides by just picking up some pictures out of those photographed at random.

A proper plan is prerequisite. First of all, the purpose, theme, and subject must be decided upon.

For example, supposing that you make slides introducing the method which your community found out of better harvest, you must make up a plan by taking into consideration how the approach or preparations on the technical side of slide making can be made as well as how the maximum effect of the use can be attained.

When the plan is ready, the matter of composition comes next. It is similar to designing. You must study how many pictures are needed to compile a set, how to take pictures, how to make illustrations, how to collect authentic supporting materials or data, and the order or manner in which the pictures can be arranged so as to be understandable. After this comes script making.

It is the role of the script to model after the design so that the finished work can be made well presentable. It must go hand in hand with the photographic effect. It is ideal if the so-called 'one point in one picture' method can be followed, because it is most acceptable to any viewer. This is a must to remember. This must be taken into consideration as early as at the stage of planning and designing. It is, therefore, to be avoided by all means to incorporate unnecessary things or things other than the point to be stressed in the picture by too much modeling while writing up the script.

In short, it is necessary to write up the script to well match the pictures and to be well understandable all through in accordance with the plan and composition. However, no matter how excellent the subject matter may be or how well preparations can be made prior to photography, the effect of presentation will be much affected if photographing and finishing techniques

remain poor.

When the script is completed, photography can be started at any time. Except for the case when you do everything all by yourself from photographing to finishing, it will be desirable, in case the photographer is another person, if you can have him well understand the intent as well as the content of the script before he takes pictures and also if you can be with him at the time of photographing.

What will be the best camera position and camera angle for the best presentation of the selected subject? Sometimes panoramic shots will be necessary, and sometimes medium distance shots, or even closeup shots, depending on the case. While the movie is 'moving,' the slide is 'still.' So there is naturally a difference of expression between the two. On the other hand, both of them share many things in common. It is, therefore, quite all right to make use of whatever motion picture techniques which are applicable.

When pictures are ready after well calculated photographing, it is the time for editing. Should there be no mistake in the work so far, there must not be any big change at the stage of editing, except for partial changes or correction in the pictures or diagrams. If the pictures should be well arranged in sequence so as to make the viewers say 'good' or 'well understandable,' the work would be a 80% success.

As will be seen, it is not by any means impossible to do the work all by yourself. However, in order to make it better and more effective you will surely need partners who can fully devote themselves to the work with you. It would be desirable to have some one good at writing, or photography, or drawing, etc., namely, to have partners with skills who are just as much enthusiastic as you are. If you can be lucky enough to

have them with such qualifications, you can proceed to slide making, following the points as mentioned above.

3. Types of slide films

In those days when slides were called 'magic lanterns' they were large in size and were pictures drawn on glass sheets or those made by dry plate system. However, for slides today film is used almost in all cases except for real object projection, and is mostly 35 mm with the exception of a few cases where large size films are used.

Slides of this size are divided into two categories from the standpoint of their contents and the use, namely separate slides, including set slides and film strips which contain sequential pictures. Some film strips have sound tracks. The former used to be called the 2x2 slide or 2-inch-square slide by the length of the mounting frame, but under the meter measurement system today it is called a 5-centimeter square slide.

As to this type of slides, each picture has a meaning. These slides are used separately or as set slides which count several or more in number.

The film strips are designed to convey something with larger content. For example, the slide can be regarded as a word or a single sentence, while the film strip as a paragraph or a chapter. This is simply a matter of classification as a rule. It can be either type depending on the use of it.

4. Camera and accessories

a) Camera

There is no camera which is designed specially for slide making purposes. So, any camera can be used. Any 35 mm cam-

era which can take edge-to-edge sharp pictures is all right. However, if possible, a 35 mm, single lens reflex camera with penta-prism finder is recommendable, because this one serves the slide making purposes best.

b) Lens hood

This is a necessity for almost all photography. Yet, it is incredible that only 2 or 3 out of ten amateur photographers are seen using this. It should be common sense to use the lens hood in photography, because it can ensure good pictures by limiting stray light or light reflections on the lens.

c) Filters

There are various filters with various characteristics. As for photography with ordinary panchromatic films or reversal films a medium yellow or orange filter is used for long distance photography. It is called a contrast filter.

A UV filter is transparent and is used both for black and white and color photography as it eliminates ultra-violet rays. Besides these filters, there are those for color photography, about which reference will be made under Section 6 'Photography.'

There is also another type of filter used for special purposes. A polarizing filter is used to eliminate polarized light in case the object which is underneath water or behind glass can not be focused because of light reflections from these surfaces.

d) Tripod and shutter release

In case of indoor photography under inadequate light or closeup shots slow shutter is often snapped. However, in order to avoid blurred pictures a tripod should be used. An elevator type is preferable, because it is extremely convenient and reliable. Together with this a release should be

used.

e) Exposure meter

Just as a meter or scale is needed for measuring volume or weight, it is common sense in today's photography to measure proper light value as you take pictures by the use of an exposure meter. It is absolutely necessary for photography with reversal or color films. Of course, even when you use black and white films the use of an exposure meter will promise you sharp pictures.

f) Photoflash

There is no need for any flash when there is sufficient light or when the selected subject is not in a different light field. However, it is needed when the available light is insufficient or when you photograph in a dark place. A flash unit is an important and essential feature because it will provide you with enough light for any photography even under the circumstances as such, and you can take pictures from any angle or position you want. There is another type of lighting instrument called electronic flash or stroboscopic light. However, this is not so much in common use, because it is not possible to change light values, and besides this unit is fairly expensive. Yet, since it does not consume any flash bulb as the ordinary type flash unit does, it will be cheaper per firing if you are the type of photographer who makes much use of such artificial light.

In addition to these, there are flat or spot lamps for closeup photography, which are equally convenient and economical.

g) Close up attachments

In case of close up photography by the camera with non-changeable lens a supplementary lens for such purposes called

'auto-up' is used. As for photography with the interchangeable lens an intermediary ring is used. The former is used in front of the lens to be coupled with the range finder for synchronized operation, while the latter is placed between the lens and the camera body so that the lens is in a stuck out position. These attachments are also used for copying purposes, by fixing the camera on the copier or on the elevator type tripod.

5. Films

a) Panchromic films

As you know, there are three kinds, namely, S, SS and SSS, whose sensitivity ratio being 1, 2 and 4, respectively. You can use any one of these films according to the nature of the subject to be selected for photography.

b) Reversal film

This is a highly convenient black and white film. It is best suited when you need to make just a set of slides or for photographing athletic meetings, excursions or one-day events. What you need to do is just to photograph them properly and send the film to the film maker for development, and you can have it back in a week or so as a well finished positive film.

c) Color films

There are presently two kinds, namely, reversal and negative-positive. Just as in the case of reversal type black and white film, you can have a reversal color film returned finished ready for projection as color slides. As regards the color negative-positive type, it is first developed to be a complementary color negative, and then it is printed on a positive color film. Thus a color positive is made. This type is not yet used so much in common for making the kind of slides that you make.

d) Positive films

There are also color and black and white positives. The type you use is the black and white positive, and this is widely used for printing from ordinary black and white negatives.

6. Photography

There is no special slide making photography. However, as referred to in the section regarding plan, composition, script, etc., photography must go hand in hand with script in particular. So, the photographer, upon complete digestion of the script, must properly photograph the selected subject in each scene taking into consideration the sequence of photographs to be arranged.

In order to do this, good care and efforts regarding the angle, direction, lighting, etc. in photography are required. Of course, this all depends on the nature of the subject, but it is important to remember the effective use of the equipment mentioned in the 'camera and accessories.'

As to photography using reversal and color films, the exposure meter should be used by all means, because these films specially require exact exposure from the standpoint of their characteristics. Care should be exercised in the selection and use of the exposure meter. There are two types, namely, incident light and reflected light meters. The usage of the light meter should differ according to the nature of the subject to be photographed and the type of the meter.

For example, in case the reflected light meter is to be used for photographing titles, since conditions are completely different depending on whether letters are written in white on the black background of letters in black on the white background, you must be careful in checking the available light.

In case the background is black, as black is dominant in the taking field, exposure reading will be low if the reflected light meter is aimed toward the subject. As a result, the white letters will be overexposed and blurred. In such a case, a light acceptance converter, available on the market, will solve the problem, as the acceptance angle of the exposure meter is reduced to about 18 degrees.

On the other hand, when the background is white, there is a good reason that the letters will be underexposed. However, different from the case of white letters, there is no worry for blurred appearance.

However, as to ordinary subjects which require correct tone reproduction, if they have the background as such, they are sure to be underexposed. And particularly in color photography underexposure will give poor color reproduction, resulting in darker tones.

In this case, it would be better if the exposure reading, taking into account the difference in light reflection of the colors of the subject, background and others, could be averaged after measuring light on each component, or if light could be measured by the use of the light acceptance converter. In short, regardless of the type of exposure meter the readers are advised to study as much as they can subjects and light measurement.

Copying is surely a part of photography. But copying is meant by the photographing of diagrams and illustrations and photoprints. 'Reproduction process,' which is in the following section titled 'Slide making,' means to copy again by a 35 mm camera, preferably by a single lens reflex camera, the photograph finished in a unified size of originals, such as photoprints and illustrations, in order to make their nega-

tives. The copying camera should be fixed on a holder like the elevator type tripod, making the lens face downward toward the original to be copied under balanced light. When copying is done, you are to have printing negatives.

7. Slide making

a) Reversal films

Slide making is easiest when the reversal film is used. As long as exposure is correct, you can make a very good positive film. If you photograph for the purposes described earlier, this is the best kind of film because it can be readily finished as a film strip, so long as you make no photographic mistakes.

b) Color films

There are two types of color films, namely for daylight use and for use under artificial light. Of which the former is in common use.

In case of color photography, you will have to consider, besides photo sensitivity, color temperature, color reflection, color combination, tones or shades of the selected subjects, etc. When photographing at sunrise or sunset or in cloudy weather, reddish light or bluish light becomes dominant. This is chiefly due to the change in the color quality or color temperature of the illumination. In order to rectify such conditions, light balancing filters are used. It is not necessary to provide all of these filters, except for three kinds, namely, dark, medium and light color balancing filters. Of course there is no need of filters when filming in daylight with daylight type color films because they are so produced as to meet with the color temperature just around noon time in fine weather. The shadowed part of snow scenes in fine weather

appears bluish purple. This is due to the color reflection of clear blue skies. It must be remembered that beside this there are always some color reflections in all other cases. When photographing in color, temptation is very strong in the beginning to include many colors in the scene. But this is not desirable. Color combination or harmony should be well thought out. There is another piece of advice for making good and presentable films. It is that there should not be too much contrast of tones or shades of the subject matters of photography. This is possible by balancing light on them.

c) Negative-positive process

When many sets of the same kind are wanted, photographs should be taken by ordinary negative films of either 'S' or 'SS' type, from whose negatives prints are to be made. The negatives in this case should be developed so as to make their quality equivalent to that for printing on No.2 type photo printing paper. In making film strips by this process, it is nearly impossible, as a matter of fact, to provide the kind of exposure which will give unified quality to every scene on the entire film, and to photograph all scenes as specified on the script without a single mistake. Even if dared to try, printing quality will have to be changed to meet the negative quality and factor of individual scenes, or prints will have to be made from negatives in an inconsistent manner depending on the order of photography. So, it required much time and trouble to finish even one film print. It would be better, therefore, to try to make, by this process, a 5x5 cm slide set rather than finishing as a film strip. This way would be easier, and besides the finish would be better.

d) Reproduction process

This process does not require the camera of original pho-

tography to be a 35 mm. It can be a 6x6 or card size or any size. From the developed negatives can be made cabinet size, octavo or any unified size enlarged soft prints. Also the title of the slide and diagrams and illustrations are to be written or drawn to be this size. When everything from the top title to the end mark is ready, all the materials will be copied to make printing negatives, which can be printed by contact on positive films.

At the time of enlargement trimming can be done for quality unification. It makes it also possible to maintain balance in the quality of printing negatives. Accordingly, if certain light is provided at the time of print making, well finished positive films will be made available. Printing of these will be made easy by the use of the 35mm printing frame and a contact printer. This process is most convenient for making a big number of reprints.

AUTO SLIDES

By 'auto slide' is meant a system of sound projection of film strips operated in synchronization with tape recorded commentaries. A film strip consisted of 50 to 200 separate pictures arranged in sequence will be fed into the projector, equipped with an automatic picture forwarding unit, which is connected to a tape recorder by means of a tape-film synchronizer. The projector and the tape recorder on which is to be played recorded commentaries will be operated simultaneously, and the synchronization device will pick up signs recorded on the tape and direct the picture forwarding unit to forward pictures accordingly.

The auto slide has been popularized in the past few years as a tertiary audio-visual communications medium equivalent to movies and slides. And it has been so well recognized by the name of 'auto slide' that it is now formally taken up in the unified classification of catalogue cards of the film library presently being made centering around the Japan Film Education Association. The auto slide has originally grown as a means of industrial training. As far as this field is concerned, it has occupied as much as 90% of all filmed communication media, including movies and slides.

Recently there has been a strong voice among those concerned with school and social education to make use of this medium. What, then, will be the characteristics of auto slide as a new means of audio-visual education? When seen as a developed form, it has two characteristics: 1) Commentaries are recorded by professional announcers and 'voice' actors. So, the burden on the part of users is alleviated and better effects are achieved. 2) It permits a fairly extensive number of scenes in the film. So, emotional expression quite similar to that made in movies is made possible.

With such a high quality, the auto slide can be possibly said to be a medium quite different in nature from slides. The characteristics of the auto slide in comparison with movies are that they are: 1) economical, 2) highly effective, and 3) easy to handle.

a) Auto slide is an economical film medium

From the standpoint of film making cost, if it is a film with 30-minute running time, it costs about 10 million yen for a movie, while it is from 350,000 to 400,000 yen for an auto slide. Though depending on the situation, it is possible for the auto slide of equal running length to contain twice as much

as what is contained in the movie.

The printing cost of a color film is about one-tenth of that of a movie. And the projector can be purchased at 49,000 yen for AS-2 type and 27,000 yen for AS-4 type. The AS-4 type projector is just as cheap as an ordinary slide projector.

b) Highly effective

In comparison with movies, it is possible for auto slides to give viewers strong impressions of certain scenes as they do not move different from movie scenes. In other words, auto slide scenes are in a sense presented in the abstract. So, they may not be so concrete as movies. However, it means that, being as such, these scenes are better capable of making viewers formulate impressions and of having them long stored in their memories.

c) Easy to handle

The combined weight of the projector and the tape recorder is one-fourth of that of the 16 mm projector and the reproduction unit. Besides, the auto slide is simpler to operate and can be easily shown at any time, any place and by anybody. As for projection repeated use can be permitted. So, it is easier to make use of it than a movie at cozy meetings in a small community.

In what way is such auto slide made use of for agricultural education? This is winning much popularity in rural villages as a means of spreading knowledge and information chiefly about fertilizers and farm chemicals. Auto slides produced by leading fertilizer and farm chemicals manufacturers are shown making use of the machines installed at their business offices, agents of these enterprises and also retail shops. Besides these, at the head office, branch offices of the National Purchasing Federation and at the agricultural department of each

prefectural economic federation are installed from 2 to several auto slide projectors. In some prefectures the equipment is installed by individual unit agricultural cooperatives.

The utilization of auto slides in rural villages has just made a start. So, it is believed that in the days to come the auto slide will find great many possibilities of utilization not only for technical training, but also for livelihood improvement, general education, activities concerned with culture indigenous to localities, and in many other fields.

A.V.A. 3'

Syllabus of the Lecture

by

Mr Y. Shikano

Part II - Film Slides

REGIONAL WORKSHOP ON AUDIO-VISUAL AIDS
IDACA & ICA

June 1-14, 1965. Tokyo

C. Various Types of Film Slides

D. Cameras and Accessories

A. Uses of Film Slides

B. Plan-making, Composition, Scripts,
Photo-taking and editing

E. Special Features of Films

F. How to make pictures for slides

G. Finish to Film Slides

AVA - 3

Syllabus of the Lecture

by

Mr. Y. Shikano

Part I (Recordings)

Workshop on Audio-Visual Aids

IDACCA and ICA

June 1 - 14, 1965, Tokyo

How to be Successful in Recordings

by Y. Shikano

A. Microphone

1. Microphone is a lifeless thing and responds quite impartially to all.
2. Never feed it any other thing than air vibration.
3. Microphone can catch considerably wider range of sounds with perfect equality.

2.

B. Practical Use of Tape-recorders

1. Speed of Tape

2. Effects of changes in voltage and cycle.

3. Preparation for Recording.

3.

C. Arrangement of Microphones in Recording

1. In the case of single microphone.

2. In the case that sound sources are more than two.

3. Using of more than two microphones.

4.

4. Microphone mixer.

D. How to make Sone-record of Meetings

E. Studio Recording

F. Recording of Radio Programmes

5.

G. Reproduction from Record Disks

H. Recordings in Unelectrified Rural Areas

I. Editing of Recorded Story

6.

J. Re-recording

K. How to handle Recording Tapes

Cost of Various Audio-Visual Aids purchased by
Mikkabi Agricultural Cooperative Society

Two Slide Projectors	¥35,000
Two 8 mm Movie Cameras	71,000
Two 8 mm Movie Film Projectors	72,000
One 16 mm Movie Film Projector	265,000
One Film Editor	1,800
Two Cutters for Editing	19,000
Two Cameras (Minolta & Olympus Pen)	46,000
One set of Implements for Development	42,000
One powered Printing Machine	160,000
One Mimeographing Facsimile	180,000
Two Tape Recorders	92,000
Two Portable Tape Recorders	160,000
Two Record Players	16,000
Other Materials	<u>18,000</u>
TOTAL	¥1,160,700

June 4 Application of Simple A.V. aids

1. To use adequate aids according the types of members.
2. Application of aids
 - (1) For the mass people
 - Advertisement (Poster, etc)
 - Leaflet
 - Wire communication system
 - Movie Film(16mm)
 - (2) Meeting hall
 - Chart
 - Picture-story show
 - Slide
 - 8 mm Film
 - (3) Office room, lounge and others
 - Posters, etc.
 - Display of photo
 - Pamphlet
 - Display of charts concerned

June 2 Importance of Simple Audio-visual Aids

1. Introduction of A.V. Aids in Mikkabi Unit Agricultural Cooperative Society

- 1953 Agri. Coop. News (monthly) issued, Printing machine by hand purchased
- 1954 Regular Film Show in Buraku (Sub-unit of a village) started
- 1955 Society donated black board to public hall
Use of chart at group meeting in Buraku
- 1956 One slide-projector purchased
One tape-recorder purchased
Regular Course for Women in Buraku started
- 1957 Meetings of mother-in-law in each Buraku
- 1958 One 8mm Camera purchased
One 8mm Film Projector purchased
Monthly Bulletin for Orange growers issued
One tape-recorder purchased
- 1959 Wire-communication facility completed
Two camera purchased for information activity
One 16mm Film projector purchased
- 1960 One printing machine by power purchased
Two players purchased for the use in Buraku
One recopying machine purchased
- 1961 Various materials for Information activity purchased
(painting plates, colors, magic-ink, blush, etc)
- 1962 One auto-slide projector purchased
- 1963 One 8mm Camera (latest model) purchased
One 8mm Projector purchased

2. Classes and quality of members for whom A.V aids are used.

3. Fulfilling three important condition - listening, seeing and speaking.
4. Importance of materials (Posters, Charts, Picture-story show, etc)

June 3 Demonstration and production of A.V.aids

1. Introduction and use of various materials
2. Production of aids

Charts

Posters

Picture-story show

Others

3. Conditions to be a good producer of A.V.aids
 - Culturing attentiveness
 - Collection of subjects
 - Mastering types of characters
 - Adequate use of bluish
 - Color contrast
 - Sketch
 - Sense

YR

A.V.A. Workshop
Tokyo June 1 - 14, 1965.

AVA - 2

Syllabus of the Lecture

by

Mr. Susumu Nakagawa
Manager, Mikkabi Agricultural
Cooperative Society

I.D.A.C.A. I.C.A.

ROLE AND IMPORTANCE OF AUDIO-VISUAL AIDS AS
EFFECTIVE INSTRUMENTS OF EDUCATION AND TRAINING
(with illustrations and demonstration of various
types of A.V. Aids)

Mathew S. Ogawa

- * Definition of Education and Training
- * Effective Instruments
- * Role and Importance of A-V Aids
- * One-way Traffic - Two-way Traffic

I. Why Do We Use Audio-Visual Aids?

1. Audio-Visual Methods
2. The Importance of Audio-Visual Methods
3. Effects Achieved by the Use of Audio-Visual Aids
4. Using Audio-Visual Aids in a Planned Program

II. How Do We Use Audio-Visual Aids?

1. Choosing Audio-Visual Materials
2. Using Audio-Visual Materials Correctly
3. Always Evaluate!

I. Why do we use A-V Methods?

1. Audio-Visual Methods what are they?

Radio
Records
Slides-filmstrips
Globe-map
Diagrams
Charts
Specimens
Films
Models
Drams
Recorders
Paper Theatre (Kamishibai)
Demonstrations
Observations

By using these materials and approaches, all teaching efforts can be made more effective.

- d. Forming a bond between the world and self. Audio-visual aids enable the learner to grasp quickly and accurately historical and geographical events, both tangible and intangible.

They greatly expand the world of sight and the world of sound.

They bring about a closer relationship between the social environment and the school.

(i.e., both achieve a deeper mutual understanding)

- e. Influencing toward independent activity

Audio-Visual aids are able to:

- stimulate greater desire to study further on one's own power.
- cause self-examination of the learning process.
- help the learner to find more vivid self-expression.
- increase the learner's creativity.
- stimulate toward positive expression.

4. Using Audio-Visual Aids in a Planned Program

- a. Our aim is to use adequate materials when they are needed under the proper conditions in an enlightened manner.

Conclusion: Even though the teacher employs abundant a-v materials in a well-equipped classroom, properly arranged and catalogued, he cannot hope for optimum results if he does not have a carefully planned program of utilization.

- b. Proper division of labor among those responsible for proper management of a-v materials.

1. The A-V Director
2. The A-V Committee
3. The Teachers

- c. Management of available materials

- d. Utilization of materials

- relations among the Director, the materials and the teachers.

- e. Formulating an A-V budget.

- f. Participation of the students.

II. How Do We Use Audio-Visual Aids?

1. Choosing A-V Materials

- a. Both content and form of the aids should be reliable.
- b. Content and form of expression should be up-to-date.
- c. Both should meet the natural interests of the learners.
- d. Both must be suitable to the stage of mental and physical development of the learners.

- e. They must contribute to achieving the goal of the study undertaken.
- f. They must have some relation to either individual stages of learning or to all stages.
- g. They should advance the degree of effective learning.
- h. The materials should stimulate the critical thinking capacity of the learners.

2. Using Audio-Visual Materials Correctly

- a. We should use them only in instances where they will be effective in consideration of the energy and money expended.
- b. The teacher should have a thorough grasp of the materials beforehand.
- c. He must have a clear idea as to just why he is using them.
- d. He will select them only for appropriate occasions.
- e. Materials must be used in wide variety interdependently.
- f. Materials may be repeatedly used to achieve the goal of learning.
- g. He will not be afraid to use some materials only in certain segments.
- h. Equipment must be inspected in advance.

3. Always Evaluate!

- a. Evaluating the learning experience
 - What kind of desirable changes took place in the children through the learning activity involving a-v materials?
 - Enhanced understanding?
 - New abilities or techniques?
 - New attitudes?
- b. Evaluating the guidance pattern used.
 - How did the teacher use the a-v materials?
 - When?
 - Where?
 - How?
- c. Evaluating the materials used.
 - Did it hold the interest and attention of the learners?
 - Were the contents accurate and reliable?
 - Were they suited to the degree of growth and development of the learners?
 - Was it fitted to do the job aimed at?
 - Did all the equipment perform well?
 - Could the guidebook or illustrative materials be used effectively?

REGIONAL WORKSHOP ON AUDIO-VISUAL AIDS

Tokyo. June 1-14, 1965

organised under the joint
auspices of

The Institute for the Development of Agricultural Cooperation in Asia
816, Funabashicho, Setagayaku
Tokyo, Japan

and

The International Cooperative Alliance Regional Office and Education
Centre for South-East Asia, Post Box Number 639
6 Canning Road, New Delhi-1.
India

REGIONAL WORKSHOP ON AUDIO VISUAL AIDS
ICA/IDACA
Tokyo, (Japan) June 1-14, 1965

P R O G R A M M E

	<u>Session No.</u>	
<u>June 1 Tuesday</u> 10:00 - 11:00		Inauguration Address by Mr. B. Morikawa
		Welcome Address by Mr. M. Radetzki
		Welcome Address by Mr. R. Okada
11:30 - 2:00		Welcome Luncheon by IDACA
1:30 - 2:00		Introduction to working method and practical arrangement by Mr. M.V. Madane and Mr. S. Futagami
	1	<u>Role and Importance of Audio-Visual Aids as Effective Instruments of Education and Training</u> by Mr. Seichi Ogawa Chairman: Mr. M. Radetzki (3:00 - 3:30 Coffee Break)
<u>June 2 Wednesday</u> 9:30 - 12:00	2	<u>Review of Audio-Visual Aids in South-East Asia</u> by Mr. M.V. Madane Chairman: Mr. R. Okada (10:30 - 11:00 Coffee Break)
2:00 - 5:00	3	<u>Importance of Simple Audio-Visual Aids in Developing Countries</u> by Mr. Susumu Nakagawa Chairman: Mr. D. Vir Supplementary Remarks by Mr. M. Radetzki (3:00 - 3:30 Coffee Break)
<u>June 3 Thursday</u> 9:30 - 12:00	4	<u>Production of Simple Audio-Visual Aids</u> by Mr. S. Nakagawa (10:30 - 11:00 Coffee Break)
2:00 - 5:00	5	<u>Production of Simple Audio-Visual Aids (Individual Tasks)</u> Guided by Mr. S. Nakagawa

Session No.

<u>June 4 Friday</u> 9:30 - 12:00	6	<u>Application of Simple Audio-Visual Aids</u> (Discussion with demonstration) by Mr. S. Nakagawa (10:30 - 11:00 Coffee Break)
2:00 - 5:00	7	<u>Production of Film Slides and Film Strips and Tape Recordings</u> by Mr. Y. Shikano (3:00 - 3:30 Coffee Break)
<u>June 5 Saturday</u> 9:30 - 12:00	8	<u>Production of Film Slides and Film Strips Tape Recordings (Individual Tasks)</u> Guided by Mr. Y. Shikano
2:00 - 3:00	9	<u>Use of Film Strips and Film Slides with Tape Recordings</u> by Mr. Y. Shikano (3:00 - 3:30 Coffee Break)
3:30 - 5:00	10	<u>Introduction to Wire Communication System</u> by Mr. Z. Takanashi
<u>June 6 Sunday</u> 9:30 - 12:00	11	<u>Production of a 8 mm Documentary Movie Film</u> by Mr. H. Nakajima (10:30 - 11:00 Coffee Break)
2:00 - 5:00	12	<u>Application of 8 and 16 mm Movie Film</u> by Mr. H. Nakajima (3:00 - 3:30 Coffee Break)
5:00 - 6:00	13	<u>Exhibition of 8 mm Film produced by Co-Operative League of U.S.A.</u> by Mr. Carl Hutchinson
<u>June 7 Monday</u>		Free
<u>June 8 Tuesday - June 11 Friday</u>		Study Visits to cooperatives in the Nagano Prefecture
<u>June 12 Saturday</u> 9:30 - 12:00	14	<u>Evaluation of Audio-Visual Aids</u> by Mr. D. (10:30 - 11:00 Coffee Break)
2:00 - 4:00	15	Visit to N.H.K. Broadcasting Station
<u>June 13 Sunday</u> 9:30 - 12:00	16	a) <u>Need for Training in the Use of Audio-Visual Aids</u> b) <u>Financing the Production of Audio Visual Aids</u> by Mr. D. Vir and Mr. M. Misawa Resource Person: Mr. Nakajima (10:30 - 11:00 Coffee Break)
2:00 - 5:00	17	<u>Preparation of National Programmes</u>

	<u>Session No.</u>	
<u>June 14 Monday</u>		
9:30 - 12:00	18	a) <u>Collaboration of Various National Agencies in the field of Audio-Visual Aids</u> b) <u>Collaboration within the Region of South East Asia</u> c) <u>Technical Assistance in the Field of Audio-Visual Aids</u> (10:30 - 11:00) Coffee Break)
2:00 - 3:30	19	Concluding Session
4:00 - 5:00		Closing Ceremony

Itinerary of Study Visit
to Nagano Prefecture
June 8 - 11, 1965

June 8 Tuesday

Leave Ueno Station at 8:01 a.m.
Arrive Nagano at 12:18 p.m.

2:00 - 5:00

Visit to Hirao Unit Agricultural Cooperative Society
and discuss with officials.

Stay at Japanese Inn in Yudanaka Hot Spring Area

June 9 Wednesday

9:30 - 12:00

Observation of facilities and activities of the Society
concerned including wire communication facility.

2:00 - 5:00

Visit famer's house

Welcome Dinner Reception by the Society

Stay at the same Inn.

June 10 Thursday

9:30 - 12:00

Sight-seeing around the area.

1:00

Leave for Nagano City after lunch

2:00 - 5:00

Visit to local broadcasting Stations

Stay at Nagano City

June 11 Friday

11:00 - 1:30

Discussion with Officials of Prefectural Organizations of
Agricultural Cooperatives and Press Men and Luncheon

Leave Nagano at 2:15 p.m.

Arrive Tokyo at 6:21 p.m.

SOCIAL FUNCTIONS

<u>June 1 Tuesday</u>	11:30 a.m. - 1:00 p.m.	Welcome Luncheon given by I.D. CA
<u>June 4 Friday</u>	6:00 p.m. - 8:00 p.m.	Dinner Reception at Happon Restaurant by ICA (Transportation arranged)
<u>June 7 Monday</u>	6:30 p.m. - 9:30 p.m.	Invited to Japanese Classical Play by Japan Joint Committee of Cooperatives (Transportation arranged)
<u>June 12 Saturday</u>	4:30 p.m. - 5:30 p.m.	Dinner given by the Central Union of Agricultural Cooperatives
	6:00 p.m. - 7:30 p.m.	Invited to Nichigeki Stage Show by UNICOORJAPAN (Transportation arranged)

A.V.A. Workshop Programme

Date	9:30	10:00	11:00	11:30	12:00	1:00	2:00	3:00	3:30	4:00	5:00	6:00
	Morning			Afternoon								
				Opening Session	IDACA Luncheon	Introduction to Working Method		Lecture: Role and Importance of A.V. Audio			Social Functions	
6/1 (Tue)												
6/2 (Wed)				Lecture: Review of A.V.A. in South East Asia				Lecture: Importance of Simple A.V.A. in Developing Countries				
6/3 (Thur)				Production and Demonstration of Simple A.V.A.				Individual Practice in Production of Simple A.V.A.				
6/4 (Fri)				Discussion with Demonstration Application of Simple A.V.A.				Production of Film Slides, Film Strips and Tape Recording			ICA Dinner at Happoen	
6/5 (Sat)				Individual Practice in Production of Film Slides, Film Strips and Tape Record				Applications and Slide Show		Introduction of Wire and Communication		
6/6 (Sun)				Production of 8 mm Movie Film (Theoretical Explanation)				Application of 8 mm and 16 mm Movie Film			Movie Show	
6/7 (Mon)											JJC Invitation to Japanese Classic Theatre	
6/8 to 6/11												
6/12 (Sat)				Evaluation of Audio-Visual Aids				Visit to the N.H.K.		Visit to the Central Union		UNICOOP JAPAN Nichigeki Stage Show
6/13 (Sun)				Need for Training in the Use of A.V.A. Financing the Production of A.V.A.				Preparation of National A.V. Programme by Respective Countries				
6/14 (Mon)				Collaboration of National Agencies Collaboration within the Region Technical Assistance in A.V.A.				Concluding Session		Closing Session		

STUDY TOUR TO THE NAGANO PREFECTURE

Various kinds of movies or slides will be shown from time to time.

REGIONAL WORKSHOP ON AUDIO-VISUAL AIDS
IDACA/ICA
816 Funabashicho, Setagaya-ku
Tokyo (Japan)

June 2, 1965

List of Participants

- | | | | |
|----|--------|----|---|
| 1. | CEYLON | 1. | Mr A.P. Jayasekara, General Secretary
Cooperative Federation of Ceylon
455 Galle Road, Colombo-3 |
| | | 2. | Mr C.R. de Silva, Deputy Commissioner
Department of Cooperative Development
Post Box 419, Echelon Square, Colombo-1 |
| 2. | INDIA | 3. | Mr Kishori Mohan, Principal
All-India District Cooperative Instructors'
Basic Training Centre
National Cooperative Union of India
A-7 Kailash Colony, New Delhi (India) |
| 3. | JAPAN | 4. | Mr Motohiro Kameda
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| | | 5. | Mr Akira Kuroda
Shizuoka Prefectural Union of Agricultural Coops
2-8 Miyukicho, Shizuoka-shi
Shizuoka-ken, Japan |
| | | 6. | Mr Mitsuhiro Misawa
Nagano Prefectural Union of Agricultural Coops
2-687 Minamigata-machi, Nagano-shi
Nagano-ken. Japan |
| | | 7. | Mr Iwao Yamada
Hokkaido Credit Federation of Fishery Cooperatives
3-Kita, 7-Nishi, Sapporo
Hokkaido. Japan |
| | | 8. | Mr Yoshimasa Ito
Nada-Kobe Consumers' Cooperative Society
31 Maeda-cho, Ashiya-shi
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| | | 9. | Mr Yoshiharu Murayama
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Regional Workshop on Audio-Visual Aids

List of participants.2

- | | | | |
|-----------|-----------------------|-----|--|
| 4. | MALAYSIA | 10. | Mr Chong Kee Tong
c/o Cooperative Union of Malaya
8 Holland Road, Kuala Lumpur. Malaysia |
| | | 11. | Mr Mohd bin Amran, Assistant Commissioner
Department of Cooperative Development
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Swettenham Road, Kuala Lumpur. Malaysia |
| | | 12. | Mr Leong Fong San
c/o Singapore Cooperative Union Ltd
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Singapore (Malaysia) |
| 5. | PAKISTAN | 13. | Mr Agha Mohammed Rafi Khan
Publicity Officer
West Pakistan Cooperative Union
31 Lower Mall, Lahore (Pakistan) |
| 5. | PHILIPPINES | 14. | Miss Victoria V. Valdez
Head, Cooperative Services Department
Central Cooperative Exchange, Inc
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| 6. | THAILAND | 15. | Mr Somsala Jeerapandh
Training Centre, Ministry of National Development
4 Pichai Road, Dusit, Bangkok (Thailand) |
| | | 16. | Mr Tongsook Pinsirikul,
Training Centre, Ministry of National Development
4 Pichai Road, Dusit, Bangkok (Thailand) |
| OBSERVERS | AARRO | 17. | Mr M.R. Kaushal, Deputy Director, DRC
Afro-Asian Rural Reconstruction Organisation
E-11 Ring Road, Defence Colony, New Delhi-3. India |
| | COOP
LEAGUE
USA | 18. | Mr Carl Hutchinson
Cooperative League of the USA
AIFACS Building, Rafi Marg, New Delhi.1 India |
| ICA | | 19. | Mr Marian Radetzki, Director |
| | | 20. | Mr M.V. Madane, Deputy Director |
| | | 21. | Mr D. Vir, Deputy Director |
| | | 22. | Mr Daman Prakash, Secretary. |

AUDIO - VISUAL AIDS IN INDIA

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Regional Workshop on Visual Aids, Tokyo (Japan)

June 1 - 14, 1965

Organised in collaboration with
The Institute for the Development of Agricultural Cooperation
in Asia, Tokyo

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May 1965.

AUDIO - VISUAL AIDS IN INDIA - A BACKGROUND PAPER

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Introduction:

The use of Audio Visual Aids in the Cooperative Movement of a country is closely related with the development and needs of the Movement. As such, any discussion on the subject will have to take into account the development and needs of the Movement felt from time to time.

It is a historical fact that the initiative for the organisation of the Movement in India came from the Government. As such, in the earlier years, the Government Departments of Cooperation mainly were responsible for carrying on either education or propaganda for the Cooperative Movement and in these efforts, the spoken word played an important part.

By 1930's, the Movement had the benefit of State Cooperative Unions organised in a few of the States. These Unions were charged with the responsibility of education and propaganda in favour of the Cooperative Movement. Following the great depression, which resulted

in a setback to the Cooperative Movement, the Unions had, for the first time, to come out with programmes of Cooperative Education and Propaganda for consolidating the expansion already achieved and for winning the continued loyalty of the membership to the societies.

The illiteracy of a large section of the rural population, more or less, forced the State Cooperative Unions and, to some extent, the Departments of Cooperation, to think of pressing into service the visual aids in their propaganda and educational activities.

The earliest efforts in the production of visual aids was largely confined to magic lantern slides and posters. These were used more as a support to the spoken word of the propagandists and educators employed both by the State Cooperative Unions and the State Departments of Cooperation in their efforts to promote the understanding of the different categories of cooperative personnel in the principles and practices of Cooperation and winning their continued loyalty to their societies. These efforts at organising education and propaganda, however, received a setback during the period of the Second World War. The scarcity conditions created stimulated growth of cooperatives in different fields of economic activity without much effort at education and propaganda on the part of the State Cooperative Union or the State Departments of Cooperation. Consequently, the need for the use of the visual aids was not felt until the Post-War period. With the return of normal conditions and abolition of controls and preferential treatment to cooperatives, the need ^{was felt} for organised efforts

at educating different categories of cooperative personnel and making propaganda in favour of the Cooperative Movement for ensuring the loyalty of the membership of the already expanded Cooperative Movement.

In 1952, the Government of India and the Reserve Bank of India, which is responsible, under the Statute, for assisting the development of agricultural cooperation in the field of credit in the country, constituted a joint Committee for providing facilities for the training of cooperative employees of different categories and for organising education of the members and office-bearers of the Cooperative Movement. The Committee retained with itself the responsibility for providing the facilities of training to cooperative employees and recommended that the National Cooperative Union of India should undertake a programme of Member Education on a country-wide basis with assistance from the Government of India.

As a result, the National Cooperative Union of India launched a programme of Cooperative Member Education in 1956. The Union has the responsibility to train the instructors employed for carrying on the programme of Member Education and supervising and guiding the implementation of the programme. It has also the responsibility of producing the teaching and visual aids necessary for the instructors in implementing the programme.

I

The visual aids which are most commonly used by the instructors

are: posters, flannelgraphs, flip books, flash cards, folders and illustrated booklets. It needs no mention that the most common visual aid used by the instructors is the black-board.

Films are increasingly being pressed into service both as a support to the instructional courses conducted by the peripatetic instructors and for carrying on propaganda in favour of the Cooperative Movement. Wall newspapers, broad sheets and posters are the most common visual aids used for propaganda, while in some cases folders and leaflets are also used.

In the training of employees also, audio visual aids, particularly, the films, are used in the thirteen regional Training Centres. Posters, graphs and charts are the other visual aids pressed into service in the Training Centres in addition to black-board.

The entry of cooperation into the field of production is of very recent origin. As such, the use of audio visual aids for advertising the cooperative products is very limited in scope. However, in some cases, movies are manufactured for advertising purposes and shown in public cinemas. The Government of India have also produced some documentary films on some activities of the Cooperative Movement, such as, cooperative handloom products, coir cooperatives, cooperative sugar factories, which are also shown in the public cinema houses. No doubt, the most common media of advertising cooperative products is advertisement in the newspapers and periodicals, including cooperative journals in the country.

The modern methods and techniques of farming and trade through cooperative societies are also popularised through audio visual aids. These subjects are dealt with in the broadcasts intended for rural people put on the air daily in the evenings by All India Radio. In addition, talks on different aspects of farming and recordings of farmers' impressions on the modern techniques of farming are also broadcast. Films are also produced by the Government of India to popularise modern methods of farming, such as, Japanese method of paddy cultivation, contour bunding, use of improved farming equipment, use of fertilizers, spraying of pesticides & insecticides etc. Puppet shows are not extensively used. The potentialities of their use for making propaganda and in educational programmes has, however, been recognised following the efforts made in their use by the Literary House and the Planning, Research and Action Institute in Lucknow and some other organisations. Dramas and plays have been pressed into service in almost all the States with varying degree of success. In fact, some of the State Departments of Cooperation maintain drama parties for enacting cooperative plays.

Although most of these visual aids are produced with a rural background, they are used in urban areas as well. Obviously, printed materials, such as, cooperative journals, folders, pamphlets, leaflets, booklets, are used more in urban areas in view of the larger percentage of literacy prevailing.

of these materials. The audio visual aids, however, used in these programmes are produced largely by external agencies.

The National and State Cooperative Unions have been engaged in the production of visual aids. The visual aids which have been mainly produced are: posters, flannelgraphs, flash cards, filp charts, display boards, flip books, folders, pamphlets and other illustrating teaching aids. The Unions have also produced a limited quantity of films. For instance, the National Cooperative Union of India produced one film entitled "Together we Prosper". An effort is made to explain, in the film, the principles of cooperation and how they are practised in different branches of cooperation, while the main theme is to illustrate how a service cooperative society functions and helps the individual farmer.

Chief among the external agencies that produced audio visual aids are the Government of India (Films Division), the USAID (formerly T.C.M.), the Reserve Bank of India, which produced a number of films and film strips for use in the employees' training courses. Visual aids are produced by some private organisations also. The Publicity Section of Department of Community Development and Cooperation, Government of India, Publicity Officers of the State Cooperative Departments, Directorate of Agricultural Information in the Ministry of Food and Agriculture, Government of India, and Agricultural Information Units in the States, the Ford Foundation, Agricultural Information Officers in the districts selected for internal development of agriculture, the

Planning, Research and Action Institute of Lucknow, the Agricultural Institute of Allahabad, etc., have also produced some literature and visual aids including posters, charts, flannelgraphs, flip charts, film strips and slides. The Institute for Social Guidance, New Delhi and the Literacy House at Lucknow are producing some visual aids, which are also used in the cooperative education and publicity activities.

The agricultural information officers service the radio rural forums also by replying to the questions received from members and arranging talks on different aspects of farming and allied occupations including cooperation. They have a programme of recording the discussions among villagers and opinions of individual farmers on cooperation and agriculture for broadcasting them over the radio.

The Information & Broadcasting Ministry, Government of India, maintains Field Publicity Officers in different parts of the country, whose duties include exhibition of publicity films produced by the Government of India. Besides, a large number of Community Development Blocks in the country have also the equipment and organise film shows on cooperation, agriculture and other allied subjects. The State Cooperative Unions in some of the States have also publicity vans for showing films on cooperation and other allied subjects to the rural as well as urban communities.

Tape-recorders and gramophones are also used by the State Cooperative Unions in their propaganda programmes. The National Cooperative Union of India, some time ago, produced a couple of

gramophone records of popular songs on cooperation. State Cooperative Unions, more particularly of Madras and Madhya Pradesh, have produced gramophone records. Record players and gramophones are used by the Instructors in some of the States for propaganda purposes and for attracting large audiences in rural areas before holding instructional classes.

IV

While it cannot be said that any scientific efforts have been made in the past to evaluate the effectiveness of the visual aids produced either by the State Cooperative Unions or by the National Cooperative Union of India, efforts are made on a continuous basis by the National Cooperative Union of India to evaluate the effectiveness of the visual aids produced by it. This is done largely through the medium of the peripatetic instructors who use these visual aids. In some cases, the draft of certain visual aids are sent to the instructors inviting their comments before finalising the visual aids or pamphlets. In some cases, the need for a visual aid is ascertained from the instructors working in the field before the visual aid is designed and produced. In other cases, the effectiveness of the visual aids is discussed with the instructors when they are brought for the refresher courses to the Instructors' Training Centre conducted by the National Cooperative Union of India. On the basis of the discussions held with the instructors in regard to the effectiveness of visual

aids, they are subsequently revised and reproduced to meet the needs.

However, recently the National Cooperative Union of India recognising the need for evaluation of the effectiveness of the teaching and visual aids, appointed a Committee of Experts to evaluate the materials produced by it. The Experts' Committee while commending the Union for the materials produced by it so far, recommended the expansion of the programme of production of visual aids. It expressed that they should be based more on the operation of individual societies. Following these recommendations, the National Cooperative Union of India has secured the services from the Cooperative League of USA of Mrs. Mary Jean McGrath, an expert on the production of materials to advise the Union on the implementation of an expanded programme of production of materials.

The visual aids largely in use in the country are mainly indigenous. However, in the training of trainers who use the visual aids, imported audio visual aids are also used. They are: films and film strips prepared on the methods and techniques of education and use of visual aids. As no foreign technician is at present assisting the National Cooperative Union of India in the production of these, it is proposed to obtain the services of a foreign technician on the production of materials including audio-visual aids through the Cooperative League of USA.

AUDIO-VISUAL AIDS IN WEST PAKISTAN

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Regional Workshop on Audio-Visual Aids, Tokyo (Japan)
June 1-14, 1965

organised under the joint auspices of

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AUDIO-VISUAL AIDS IN WEST PAKISTAN

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Audio-Visual Aids used in the Cooperative Movement
in West Pakistan

1. One of the popular aids in the province of West Pakistan is the stage drama. To begin with a drama party consisting of the sub-inspectors and inspectors was set afloat by the education branch of the Cooperative Department. It has been temporarily suspended to bring it into line with more progressive dramatic art in the near future.

The story emphasises a common economic problem with its feasible solution through a cooperative enterprise. Care is, however, taken that it does not appear all too "direct". Every scruple is, therefore, observed to guard it against becoming didactic or prosaic. Humour and pleasant sarcasm punctuates the dialogue for every character. An item or two of local entertainments are also introduced at suitable occasions. At the end a tragic touch is introduced and allowed to grow in intensity towards the last scene, so much so that half an hour before the curtain, the whole house is plunged into a perfect pin-drop silence. A remorseful poem sung with the scene elicits spontaneous sighs from the audience as much as to say that the catastrophe befallen to two dissident characters could well have been averted, if they had toed the line and joined their brethren for a common cause. Just at this juncture the curtain is finally dropped and the people go home thinking seriously over what they had seen or heard for two long hours.

2. Another novel method employed was an astrologer. This was a wooden statute of an astrologer frequenting over villages and towns as itinerant professionals. This was seated in a furnished co-operative stall of a general exhibition held in a rural urban area. The statute had a small loudspeaker fitted within its throat and it was connected to a microphone placed in a wooden almirah far removed from the statute. The electric lead passed through the hollow parts of the statute and entered the ground. Buried still underground the lead went as far as the almirah where a man sat on the chair holding a microphone in his hands. He could see the visitors coming to the statute through a yellow glass fixed in one of the sides of the almirah and covered outside with a netted fabric of a darker hue. He also could listen to questions put to him. The man inside the almirah was supposed to know and understand the psychological implications of a questioner through experience, intelligence, general knowledge or any other quality that commended itself to select him for the job. His answers to the questions were non-committal, encouraging but carefully blended with bits on co-operation and the co-operative way. Those who were detailed to perform this duty, believe that this was the most successful Audio-Visual means of disseminating the ideas that were desired to be put across.

The belief in super-natural and the traditional halo surrounding "Jotisa" attracted innumerable visitors to listen to the old astrologer.

3. In current times another most popular medium is film. Formerly it had no sound; the titles appearing time and again explained away the theme. But now with the innovation of Filmo-Sound 16 mm projector, its utility for a penetrating instruction has increased by far.

This equipment, has, however, been employed with a difference in West Pakistan. For example:-

- i) As far as it is possible only those films are chosen for exhibition which emphasis the main idea in a story imbued with human appeal.
- ii) Every film is preceded by a short succinct speech by the projectionist explaining the subject. This is followed by a brief synopsis of the impending screening and as soon as it is realized that the audience was adequately briefed and assumed a receptive mood, the projector is immediately switched on to engage their attention and interest simultaneously.
- iii) Now again the recorded sound in the documentary is almost dimmed down to give over own commentaries correspondingly in local dialect. The recorded sound is opened only when special sound effects are needed. The idea is that:-
 - a) The audience may interpret the picture the way we want them to.
 - b) Stress on the central idea is not lost sight of. It is uniformly maintained so that the people could confidently tell what the film was all about.
 - c) Humorous remarks coupled with bright, brisk and beaming insinuations keep the interest of the audience alive and active all along.

4. The fourth medium though a little expensive and elaborate in execution, is the "exhibition" arranged in departmental stalls at fairs and other seasonal gatherings. In exhibitions the visitors are always in a holiday mood. They want something to feast their eyes upon. Hard visuals put up in a subtle way carry no appeal. In West Pakistan all publicity material is placed among the exhibits of Industrial Co-operative Societies which offer a vast variety in colour and design. Generally a painted figure of an old man is placed high above with a speaker behind it. Just when a batch of visitors enters the stall, the speaker takes to explaining everything they pass by. At the end of the stall i.e. near the exit, they are dished out the relevant printed matter containing all they had seen or heard of a few minutes before. That keeps the ideas ever fresh and firmly implanted in their mind.

5. Other media employed in West Pakistan consist of posters, pamphlets, periodicals, hand-bills and brochures. They are not strictly Audio-Visual in character but the posters bearing clean-cut and attractively arranged figures with short, simple titles present a smart, catchy spectacle for the passers-by. They become Audio-Visual in a sense for those who can read them. Even for illiterates they are rather far-toe compelling to be easily ignored as they are obtrusive in design and self-explanatory in detail.

6. The radio, gramophone records and tape-recorders especially covering the co-operative subjects have also played an appreciable role in furnishing the cause of co-operative education in the province. But since they cannot be classed as 'Audio-Visual' in the strictest sense of the word, their full functioning has not been narrated.

Audio-Visual Aids used for propoganda and education in rural areas.

Difference between these and the aids used in urban areas.

- i) In rural areas the following Aids have been used:-
 - a) Exhibition
 - b) Films on economic development through co-operatives.
 - c) Co-operative Fairs
 - d) Pamphlets
- ii) In urban areas the following Aids are used:-
 - a) Charts and Maps
 - b) Posters, hand-bills and pamphlets
 - c) Films on credit, consumers and thrift and saving subjects.
 - d) Exhibition

Difference. The aids used in urban areas are not much different except that the treatment of the project, choice of films and pamphlet etc. are a bit sophisticated and artistic.

SECTION II

Manner in which the programme of using Audio-Visual Aids is prepared in our department.

- i) The story of the film is written by one of the functionaries of the department possessing both a literary and artistic flare. It is then approved by a Board constituted for publicity affairs and finally given to one of the local directors of the film industry for regular production. Every possible help including the prominent characters etc. are provided by the department.
- ii) The stage drama is written by the departmental personnel selected for this work. The script is approved by the Publicity Board and finally rehearsed and produced under the able direction of a senior official on publicity duty.
- iii) The posters are designed by an officer on publicity duty, approved and thoroughly finalised by the artists in the profession from the technical point of view.

a) How are the persons responsible for the utilisation of Audio-Visual Aids selected and trained?

- i) The members of the drama-party are selected from amongst the sub-inspectors and inspectors of the department. The instrumentalists and the workers for the stage-craft are recruited from the professionals in the line.
- ii) The projectionists and technical assistants are employed through 'Employment Exchange' who are always in a position to feed the departments needing such a personnel.
- iii) The cinema van with which a publicity officer invariably accompanies, is selected from the department in view of the suitability for making short speeches, commenting along the running films and participating in the follow-on discussions.

None of the aforesaid employees were given any training subsequent to their appointment.

b) Are they the members of the teaching staff of training institutions or officers of the co-operative unions or co-operative departments?

All including the technicians are the employees of the West Pakistan Co-operative Union. Even the Government servants with special aptitude to serve on the publicity work can be transferred to the Union on deputation.

c) Name the institutions where they are trained for the purpose.

- i) The drama people were originally trained by Mrs. Norah Richard a renowned dramatist and producer. The personnel so trained then passed on their knowledge and experience to those who entered the field later.
- ii) The projectionists were trained by local U.S.I.S. and I.O.A. technical experts.

d) The name and information of the institute responsible for:

- i) The production of Audio-Visual Aids, West Pakistan Co-operative Union, Lahore.
- ii) Training and personnel for Audio-Visual Aids. Please see under (c).

e) Are any persons sent abroad for training?

Not yet.

SECTION III

6. External agencies from which Audio-Visual Aids are obtained for our organization are the British Information Service, United States Information Service, and the High Commissioners of Canada and Malaya in Pakistan.

7. Are these Aids bought or hired or obtained free of cost?

Some are borrowed while some are gifted to the Union.

8. Are officers of the Government Publicity Department invited to help through Audio-Visual Aids in the co-operative education and propoganda of the co-operative movement?

The publicity work by the West Pakistan Co-operative Union is so far going on independent of any other department's help in the matter. The Union has never felt like inviting such assistance from other sources, as the assignments undertaken so far have been quite a success.

SECTION IV

9. i) Methods used to evaluate the use and effectiveness of Audio-Visual Aids.

A systematised evaluation has never been carried out so far. The educative value of the publicity campaigns and their obvious impact being generally in evidence, any conscious attempt at evaluation has never been resorted to.

- ii) Provision made in the programme for use of Audio-Visual Aids for follow-up after their use.

There is no regular programme for it. It is done only in special campaigns.

- iii) Changes made in the production and use of Audio-Visual Aids as a result of the evaluation process.

Please see under (i) and (ii).

10. Audio-Visual Aids imported by the department from foreign countries -- detail

Apart from purchasing some 16 mm films from a country, the rest have either been borrowed or received as gifts for the Union.

Conclusion

In the developing countries a seminar on Audio-Visual Aids is not a day too soon. The popularity of Audio-Visual Aids has earned them a privileged place among instruments of education. But in the maze of diverse educational methods and measures, the Audio-Visual Aids have been a worst casualty. Their disorganized use has kept them still at a stage which can better be described as mere 'Experiment'. What aids are to be utilised and where; how are these to be presented and when are the questions that cropped up time and again during the process of their application, but lack of proper opportunities did not bring them up for a scientific and conclusive consideration.

The present seminar, it is hoped, will surely lay down the guide lines by:-

- i) Stream-lining the existing mode of work.
- ii) Taking a closer look at how and how much can locally be produced and
- iii) Advocating original as compared to the borrowed ideas for harnessing them on the local problems.

AUDIO-VISUAL AIDS FOR COOPERATIVE EDUCATION
IN THE PHILIPPINES

Country Report Presented by Miss Victoria V. Valdez in the Workshop
on Audio-Visual Aids, Tokyo, Japan, June 1 - 14, 1965.

AUDIO-VISUAL AIDS FOR COOPERATIVE EDUCATION IN THE PHILIPPINES

I. PREFATORY STATEMENT

To a large extent, the effectiveness of imparting the things we know and wish others to know depends on the techniques and methods used to convey such knowledge. It is the continuous search for methods to improve and make more effective our cooperative education program that brings us to this Workshop. The representative of the Philippines wishes to thank the International Cooperative Alliance and Institute for Development of Agricultural Cooperation in Asia for the splendid opportunity to participate in this Workshop.

The immediate task of cooperative education in the Philippines is to regain the loyalty and support of members to their organizations. An indispensable aspect of this task is the adoption and effective use of such forms of techniques and methods which will clearly impart and convey the essence of cooperation and all that it stands for.

II. COOPERATIVE DEVELOPMENT IN THE PHILIPPINES IN BRIEF

In an attempt to present a background of our audio-visual aid program in cooperative education, it is believed necessary to give a brief presentation of the cooperative movement in the Philippines.

Three government agencies supervise Philippine cooperative development, namely the Agricultural Credit Administration (ACA) and the Agricultural Productivity Commission (APC) for agricultural cooperatives and the Cooperatives Administration Office (CAO) for non-agricultural cooperatives.

A. Agricultural Cooperatives

Republic Act No. 3844, otherwise known as the Agricultural Land Reform Code, has one of its main features the renaming of the Agricultural Credit and Cooperative Financing Administration (ACCFA) into the Agricultural Credit Administration (ACA) and the transferring of some of its activities to the newly-created Agricultural Productivity Commission (APC).

Under the present arrangement, the task of cooperative education, promotion and organization are entrusted to the Agricultural Productivity Commission (APC) while the task of supervision and audit, together with the financing of organized farmers cooperatives have been retained by the Agricultural Credit Administration (ACA).

A typical farmers cooperative marketing association has around 200 farmer members with each member owning at least one (1) share of stock in the association. The major activities of a farmers cooperative marketing association or FaCoMa are to market the members produce and to supply the members farm needs. The FaCoMas also provide a channel for the extension of ACA financial assistance and various technical services in agriculture. They are generally multi-purpose cooperatives in the local level.

FaCoMas form the base of a federated scheme of development for agricultural cooperatives. On the intermediate level are the provincial and district federations and on the apex level is the Central Cooperative Exchange, Inc. (CCE).

There are 537 agricultural cooperatives affiliated with the ACA with membership of 306, 077 farmers located in 770 localities in 51 provinces.

B. Non-Agricultural Cooperatives

The Cooperatives Administration Office (CAO) under the Department of Commerce and Industry, supervises all non-agricultural cooperatives and derives its powers from Republic Act No. 2023 called the Philippine Non-Agricultural Cooperative Act.

There are three major types of non-agricultural cooperatives, namely (1) credit unions (2) consumers cooperatives and (3) industrial cooperatives. The credit unions have organized a federation known as the Philippine Cooperative Credit Union League (PHILCUL) and the consumers cooperatives have organized a national wholesale society called the Philippine Federation of Consumers Cooperatives (PFCC).

A cooperative bank for non-agricultural cooperatives named the Philippine National Cooperative Bank (PNCB) was organized in 1960, also under Republic Act No. 2023.

There are 970 non-agricultural cooperatives with a total membership of 201, 726 detailed as follows:

<u>Type of Association</u>	<u>No.</u>	<u>Membership</u>
Credit Unions	739	132, 000
Consumers Cooperatives	215	68, 000
Industrial Cooperatives	<u>16</u>	<u>1, 726</u>
Totals	<u>970</u>	<u>201, 726</u>

III. COOPERATIVE EDUCATION PROGRAM

As a result of the existence of a number of government agencies which have charge over the program of cooperative development in the Philippines, the resources for common programs in cooperative development are not utilized to give maximum results. The cooperative education program being undertaken by the agencies and organizations in the movement are generally different and distinct from each other. The different agencies plan and implement their education programs within their respective limited resources. Duplication of efforts are inevitable and apparent and in the final analysis the time and expense involved are relatively high in relation to the results achieved or attained.

In January 1964, in an effort to coordinate the scattered and thinly spread cooperative education activities undertaken by the agricultural and non-agricultural sectors, a national conference on cooperative education was sponsored by the Central Cooperative Educational Board, the agency that administers the cooperative educational fund of non-agricultural cooperatives. It was attended by many of the government agencies and voluntary organizations involved in cooperation. The second national conference which was held in March, 1965 formed the National Council on Cooperative Education as the steering committee of the national conference. It was the facility provided to ensure that plans for coordination will be translated into action with results. The Council recognizes that each agency has responsibility for its own work

and that everyone can contribute to the effective solution of the many cooperative problems. It has, therefore, geared its work to formulate a common program of cooperative education which will accelerate the specific role which will be played by each of the different agencies involved.

IV. ROLE OF AUDIO-VISUAL AIDS IN COOPERATIVE EDUCATION

Audio-visual aids have been known to be used extensively by the successful business enterprises in promoting their interests. Although a relative innovation in cooperatives, its role to make cooperative education teaching more realistic and functional need not be overemphasized.

A. Importance of Audio-Visual Aids

Audio-visual aids and tools, to improve the methods and techniques used in cooperative education are a real need. In fact, the coordination activities of the different cooperatives in this country, in full recognition of such a need, has as one of their features the initiation of a realistic audio-visual program.

To date, the audio-visual aids being used by the cooperative movement are grossly inadequate. In both agricultural and non-agricultural cooperatives, cooperative member education and employees training program mainly use blackboards, posters and flipcharts. Cooperative propaganda and advertising of products utilize newspapers, radio programs and billboards. These aids are ordinarily used both in the urban and rural areas.

Puppet shows, dramas and plays about cooperatives have not been utilized perhaps on account of the extensive preparation and special talents required of these media.

B. Production of Audio-Visual Aids

The Cooperative agencies employ men in the preparation of audio-visual aids from among those with background in fine arts, through training or experience. Otherwise, they are trained in the National Media of the Philippines, an institute that trains primarily government personnel in the production and use of audio-visual aids.

An ILO expert on cooperative member education who is now assigned with the Agricultural Credit and Cooperatives Institute offered consultation services and use of equipment to produce audio-visual aids of the projected type to the cooperative organizations. To this date, no definite program for production has been made on account of inadequate finances and lack of specially trained personnel in the movement.

C. Availability of Audio-Visual Aids

There are other agencies with ready audio-visual aids and equipment of the projected type, like movie films, filmstrips and slides which lend without cost to requesting organizations. These agencies, to name a few, are the USAID, USIS, National Media of the Philippines, Department of Agricultural and Natural Resources, Agricultural Productivity Commission, etc. They have movie films on improved agricultural methods, successful cooperatives in the U. S. A. and developed countries and other interesting

subjects. We have not, however, found adequate materials to suit our type of local work.

The ACCI has recently acquired audio-visual aid equipment as part of the ILO assistance program. The Philippine Cooperative Credit Union League uses projected audio-visual aids thru assistance of the CUNA of U. S. A.

Most of the films available are of the entertainment type and/or portray the effectiveness of modern methods and techniques. It is felt that they hardly support the objectives set for teaching cooperatives or illustrate the ideas we want to emphasize for particular conditions.

V. CONCLUSION

Cooperative education can be facilitated if the tools of communication are improved. The process of transferring knowledge and skills to the people we want to communicate with should be done as accurately and satisfactorily as possible leaving no chance of their being misinterpreted.

The audio-visual materials must be thought out and planned against the objectives of the cooperative education program. These aids should therefore bring out the kinds of action that are considered necessary on the part of the learners in order that those objectives can be attained. Viewed from this perspective, the importance of this Audio-Visual Workshop comes into sharp focus.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
Post Box 639, 6 Canning Road, New Delhi-1. India

May 31, 1965

INSTITUTE FOR THE DEVELOPMENT OF AGRICULTURAL COOPERATION IN ASIA
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P R E S S C O N F E R E N C E

Asian Regional Workshop on Audio-Visual Aids organised under the joint auspices of the International Cooperative Alliance and the Institute for the Development of Agricultural Cooperation in Asia, Tokyo. June 1-14, 1965.

P r e s s S t a t e m e n t

A 2-week Regional Workshop on Audio-Visual Aids in the Cooperative Movement of the South-East Asian countries will be held in Tokyo between the 1st and 14th June. The Workshop, which is being organised under the joint auspices of the International Cooperative Alliance and the Institute for the Development of Agricultural Cooperation in Asia (IDACA), will be attended by delegates from Ceylon, India, Japan, Malaysia, Pakistan, Philippines, Republic of Korea and Thailand. Observers from the Afro-Asian Rural Reconstruction Organisation and the Cooperative League of the USA are also expected to attend.

The Workshop has been organised with a view to bring together persons working in the field of production and use of audio-visual aids and to provide a platform for the discussion on the ways and means through which these aids can be produced and used effectively. The delegates will also have an opportunity of acquainting themselves with the latest techniques in the production and use of audio-visual aids.

Almost all the technical subjects on the various technical aspects related to the subject of the Workshop will be dealt with by lecturers from Japan. The lectures will be accompanied by demonstrations on the production and use of these aids. A number of visits to cooperative societies using audio visual aids and the NHK Broadcasting Corporation will be organised for the delegates.

In the recent years the International Cooperative Alliance has had the privilege of organising and associating itself with a number of important activities. The most important activity held last year was the Conference of Ministers of Cooperation and representatives of the National Cooperative Unions from South-East Asia. The ICA also had the pleasure of associating itself with the First and the Second Asian Agricultural Cooperative Conferences held in Tokyo in the years 1962 and 1964. In all these activities and in several other events organised in the region, the ICA had received every possible support and cooperation from the Cooperative Movement in Japan.

The International Cooperative Alliance is one of the oldest of existing international voluntary bodies. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it embraces more than 174,000,000 members of cooperative societies in 53 countries. It is the

May 31, 1965

only organisation entirely and exclusively dedicated to the promotion of Cooperation in all parts of the world. The headquarters of the Alliance are in London.

Since 1960, the Alliance has been operating its Regional Office and Education Centre for South-East Asia in New Delhi. The Regional Office has the task of developing the general activities of the Alliance in the Region. These activities consist, inter alia, of research, provision of technical assistance, dissemination of information on cooperative matters and the building of effective liaison with member movements and international organisations including the UN Agencies.

The Regional Office includes the Education Centre which is financially supported by the Swedish Cooperative Movement. The Centre organises seminars, courses, conferences and workshops of different types. So far the ICA offices have conducted more than 30 seminars which were attended by over 800 participants from different countries of the Region.

The IDACA was established in pursuance of a resolution passed at the first Asian Agricultural Cooperative Conference held in Tokyo during 1962 under the auspices of the Central Union of Agricultural Cooperatives of Japan.

The aims and purpose of the Institute are to provide training and research facilities on the problems relating to the agricultural cooperation to persons associated with the agricultural cooperative movement primarily in Asia, with the intent of advancing the Movement and thereby contributing for the economic as well as social development of the Region.

This Institute in attaining such purposes as mentioned above engages in the following activities:

1. Training necessary for the development of the agricultural cooperation;
 2. Research necessary for the development of the agricultural cooperation;
 3. Publication of literature and pamphlets helpful for training and research work as well as collection and dissemination of information;
 4. Management and control of the training and research facilities and their accessory installations for accommodation; and
 5. Activities other than those mentioned above which are helpful for attaining the purposes for which this Institute has been incorporated.
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THE NEW 8 MM MOTION PICTURE SYSTEM AND ITS APPLICATION
TO EDUCATION IN UNDERDEVELOPED COUNTRIES

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Regional Workshop on Audio-Visual Aids, Tokyo (Japan)
June 1-14, 1965

organised in collaboration with

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THE NEW 8 MM MOTION PICTURE SYSTEM AND ITS APPLICATION TO EDUCATION
IN UNDERDEVELOPED COUNTRIES

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Preamble

The main purpose of this paper is to present essential information about the position of instructional films as they are used in education in general and to explore the possibility of introducing 8 mm films for class-room instruction in under-developed and developing countries of the world. Experimental evidence to establish the fact that instructional films accelerate the process of learning and increase understanding capacity of the students is available in plenty. Unesco Report on this kind of study in the series, "Reports and Papers on Mass Communication", takes stock of the experience in a limited but highly important field of the use of films in the service of education. Though the scope of study in this Report was limited to primary education and the background of the symposium was largely European, the opinions voiced by various writers are fairly representative of the actual state of affairs faced by teachers all over the world, where films are being used as auxiliary aids to teaching. Educational film production is restricted to a very few progressive countries and therefore the majority of the developing countries, where films are used in their educational programme, no matter how and in what manner, have to depend on the material produced without any bearing on the environmental conditions obtained in their own countries. Even so, since many of the instructional films dealing with the scientific and technological subjects are of universal appeal, workers in the field of educational research are interested in evaluating the filmic instructional material and its effectiveness in teaching practice. Among other countries, in India too studies of this kind are being undertaken in respect of classroom instructional films in Geography and Science. There are no two opinions about the motivational value interest arousing capacity and knowledge retentive qualities of instructional films. Tests administered over a long period proved that the power of retention of knowledge is enhanced considerably when films are used in classroom lessons.

It is thus an established fact that the instructional film is a friend of the teacher more valued than the age old text book, not only for helping him or her to do the regular teaching work more effectively but also to help self-improvement, provided of course the teacher is fortunate enough to have an access to such facilities. In the realm of instructional films, an equivalent of paper back cheap edition of a book, is therefore the need of the moment.

The root cause of the trouble is the fact that the school on its own cannot find enough funds to invest on projecting equipment, nor even the State Education Departments subsidise purchase of equipment for this purpose. Budgetary allotment placed at the disposal of the state owned schools even do not permit

the luxury of instructional films. Besides the financial difficulties, there are other reasons which have prevented the growth of audio-visual instruction through films, chief among them being:

- i. No school can afford to have a small library of basic classroom films in 16 mm which have to be borrowed from Central and Regional Film Libraries.
- ii. However portable the 16 mm projecting equipment is claimed to be, it is cumbersome to move from one classroom to another and no school in underdeveloped countries can afford to buy more than one projector.
- iii. A lot of teaching time is wasted in preparing for the screening of educational films, in setting up the equipment, putting up window blinds, acquiring films from different external sources etc.
- iv. There is a definite tendency on the part of those who have got 16 mm projectors to use them for week-end screening of films for the school as a whole and not for any particular group of children of the same age or interest. Border line cases of schools which may or may not afford to buy projectors have therefore come to look upon 16 mm projector as a luxury and not a necessity.

Granting all these drawbacks the educational potential of instructional films cannot still be minimised and something must be done quickly to remove the obstacles in the way of encouraging the use of instructional films in our educational programme. Switching over to 8 mm seems to be the only answer, since the modern technological progress has made it possible to record sound on 8 mm film, raising it to the status of fullfledged cinematographic film in its own right. 8 mm projector is no doubt a pocket edition of 16 mm and cannot entertain audiences of larger than 100 in size, but for classroom use we do not need instruments for large audiences. However, there are many hurdles to cross before this dream of 8 mm instructional films comes true. Arguments for and against the introduction of 8 mm films in education are far too many to enumerate them here, but those who are interested may do well in going through various studies both in technical as well as in academic aspects of the question made by Cine-technicians and academicians like Louis Forsdale of Columbia University, New York, and Overseas Audio Visual Centre, London. (SMPTE Journal, Popular Science, October 1964, 8 mm Sound Film and Education, published by Teachers College, Columbia University, and Publications of OVAC London). It is these hurdles which are occupying our minds at present and it is proposed to discuss them briefly in this paper.

Education Through Films

World statistics on the non-theatrical film field are largely inaccurate or impossible to obtain. There are indications however, that the free world outside the United States may at the present time, be using almost the same number of 16 mm sound projectors as are in use in the USA. There are complaints even in USA that the teacher has to wait for a considerable time before a required film is obtained for classroom use. If that is the case with one of the most advanced countries of the world, what should be the plight of underdeveloped countries? By the end of the last world war and at the instance of UNESCO many of the developing countries, especially those like India, which had acquired freedom immediately afterwards, took up the question of intro-

ducing films in education, were convinced that scientific and technical knowledge could be imparted more speedily with their help. In their enthusiasm to provide 16 mm equipment to all educational institutions as quickly as possible, plans were prepared to provide funds as liberally as possible to attain this goal. Provisions made for this purpose took into account not only the necessity of purchasing projectors and readymade instructional films from abroad but also the production of films indigenously. The latter programme being very heavy on the budget, only a few years experience was enough to convince the authorities, responsible for launching the programme, that even if the available funds were all utilised only on importing projectors and readymade films from abroad it would take almost a century to equip all educational institutions with 16 mm projectors. Consequently production programme of instructional films was drastically curtailed with the hope that by doing so budget allotments would be saved and many more schools per year could be accommodated for 16 mm equipment. In the meanwhile the projector cost went up by leaps and bounds, and the rate of growth of number of projectors dwindled down to a mere trickle in later years. As a result the dream of classroom teaching with instructional films remained unfulfilled till now.

The Central and Regional Film libraries entirely dependent on government funds, could not maintain adequate and timely supply of films, since for want of proportionately increasing allocations of funds with growing demand and need for replacement of worn out prints, it was impossible for them to meet the demand for instructional films. Those responsible for providing funds, had very queer notion about the life of 16 mm prints. In the early years of audio visual instruction through films, they thought that once the films were purchased they should last for ever, not realising the fact that on many occasions quite a number of prints required replacement after 100 to 150 screenings. This resulted naturally in stunting the growth of film libraries. They are not at all in a position to help those who want to do teaching with films on a systematic basis and on sound educational principles. All that one can hope to achieve at present is to arrange occasional film shows for schools and screen not classroom instructional films but general informational films at the time.

In spite of this sorry state of affairs, there is a general feeling among progressive teachers that time has come now to use films in classroom teaching on an extensive scale, if at all speed in teaching of sciences is desired. State educational authorities themselves were responsible for creating this taste for instructional films and they are now finding it difficult to fulfill their promise to make this powerful teaching tool available to educational institutions. The fault lies with the circumstances which led to the adoption of 16 mm films for educational use in the peacetime conditions when allowances made for expenditure on education had no relation to those made for the purpose of technical training during war time conditions. The problem before us now is to how we can still find a way out and go ahead with the programme which we had envisaged before, in the present day changed circumstances, on the eve of the 8 mm film promising to come to our rescue?

16 mm Vs. 8 mm Projectors - Some Technical Aspects

Eight mm cameras and projectors in their silent versions are in use for over a decade mostly for filmic recording of family events, for domestic use.

attention of educationists was focussed on the possible use of 8 mm films for instructional purposes. The Fairchild Cinephonic magnetic-sound recording-playback system set the ball rolling. Soon after Kodak sound 8 projector, Agfa Sonector 8, Fugica 8 sound, etc. followed suit, although as early as in 1959 Elite 8 magnetic sound projector had already appeared in the market without arousing the interest of educationists. Mansfield Industries and Technicolour Corporation are also in the field to offer low cost 8 mm silent and sound projectors. A number of other commercial concerns are now getting interested in the production of not only magnetic but also optical sound projectors both in the United States and Japan. Demonstration of regular production models of magnetic sound projectors proved almost conclusively that 8 mm magnetic sound was not only practical, but also that its quality of sound production was more often than not superior to that of 16 mm optical sound at 24 frames per second. Most 16 mm optical projectors have a cut-off point at 5 to 6 thousand cycles per second, whereas 8 mm so magnetic sound projector is capable of responding to the frequency range from 85 to 7,000 cycles per second; at 24 frames per second speed. Thus 8 mm magnetic sound is definitely an improvement on the 16 mm optical sound.

Although there are some advantages in the optical sound track, the magnetic sound is favoured by those non-English speaking people, who have to use scientific and technical films produced in English speaking countries. Translation in any language is possible to be recorded with ease on the magnetic sound track and this is considered to be a great advantage in favour of using magnetic sound films. Therefore magnetic sound films will be doubly blessed by non-English speaking users of films. Fairchild projecting units serve solely for playback, yet even in that case it is possible to get the films previously dubbed in desired language. So far as the sound is concerned therefore, the opinion is in favour of magnetic sound projector for use in educational institutions.

What about then, the screen image of 8 mm projector? For domestic use of 8 mm has proved itself entirely satisfactory. The area size of each of the frame of 8 mm film is one quarter that of the 16 mm frame. Naturally therefore the picture brilliance over the same area of the projection screen in the case of 8 mm film would be less than one quarter of that available from 16 mm films, since the light wastage in the 8 mm projector is slightly more than in the case of 16 mm when constructional details of the optical systems are kept identical in both. For educational use, however, we are seeking to use the projector only for classroom instruction and our classroom audience is not likely to exceed 50 to 60 strong. The audience capacity of 8 mm is set at 50 to 90 on the outside. We have tried to see whether 100 people could be accommodated, and our findings with respect to rear projection screening are most satisfactory. Granting that curiosity factor was more predominant at the first experiment of the kind, to expect genuine and frank criticism from our audience, there was no doubt that 50 to 60 people could be easily accommodated for comfortable viewing. It must be remembered, however, that much depends on the conditions in which the screening of a film takes place. Daylight screening on front projection screen, in an ill-darkened room, calls for extra projection brilliance and a large audience requires a large screening area for comfortable viewing. In order to mitigate these requirements the size of the audience must be limited to 90 at the most and rear projection screening should be resorted to, both for extra brilliance and convenience of handling the equipment, Home made rear projection screen made with ordinary tracing paper, admeasuring 24" x 30"

has been found to give most satisfactory results for classroom use both of 16 mm and 8 mm projectors, provided the lens of appropriate focal length is chosen for projecting the picture at a short distance. Fairchild magnetic sound 8 does the job well, but it is felt that a little larger screen than the one provided with it will be more welcome. There is always a practical limit to the image size according to the size of the audience, but in this paper we should confine ourselves to the instructional use of films in the classroom and in that context a small size screen can be considered good enough for our purpose.

Extra projection brilliance required for day time screening, has been fortunately made possible for the new type of projection lamp with built-in reflector, which is being used now with 8 mm projector and in some makes of 16 mm projectors. These are low voltage, small filament, low heat-output type of lamps, which because of the built-in reflectors concentrate heat towards the film gate. But research engineers have now developed dichroic reflectors permitting the lamp to disperse its heat in all directions, instead of directing it towards film-gate. Thanks to these developments, 8 mm projector is certainly heading for giving a star performance in the educational field.

Comparison of Life Spans of 8 mm & 16 mm Films

Screening life of each print in the case of 8 and 16 mm films calls for closer study, in order to satisfy ourselves as to whether the case for 8 mm could not be made any stronger on that score. Each frame being very small in size, any scratches resulting from rough handling at the stage of editing on 8 mm film are magnified more prominently on the projection screen than in the case of 16 mm film. However, in the normal course of projection, 8 mm film has proved itself to be far less prone to damage than the 16 mm one. There may be some exaggeration in the claim that an 8 mm print outlasts even a few thousand screenings, but when we consider the life span of 16 mm print in the neighbourhood of 150 runs only, under the most ideal conditions of usage, we should be perfectly satisfied with 500 screenings with 8 mm print. Life span of 16 mm print largely depends on the make of the projector, and the skill of the operator responsible for screening the film. Very revealing statistics were given sometime ago about the technical performance of different makes. According to these print life varied from 50 to 150 with average makes of 16 mm projectors. The reasons for longer life of 8 mm prints are given as below:

- i. The film ribbon of 8 mm is more pliable.
- ii. Film reels carry less weight and consequently there is less damage to prints in storage and in transit.
- iii. The film runs more slowly through the projector, in fact half the length of 16 mm in the same time.
- iv. Less momentum during the run also retards damaging action.

Further if the films are supplied in dust free cartridges, as in the case of Technicolour and Fairchild projectors, the prints need not even be touched with fingers of the operator. Thus the potential life span of 8 mm prints is increased enormously, an advantage which cannot be ignored by those who would like to build their own libraries of basic instructional films, which are required to be used frequently.

Optical versus Magnetic Sound Films

Optical sound recording on 8 mm films has been successfully achieved in recent years. The Japanese Toei Talkie 8 optical sound projector is known to be giving good results at the normal sound speed of 24 frames per second. In 8 mm magnetic recording, however, the speed of 18 fpz is also found to be satisfactory. The advantage of 18 fps speed is that there will be 25% saving effected in film footage, with the result that for the same screening time, only $\frac{3}{4}$ of the normal film material will go into each reel. In spite of the drawback about the possible accidental erasing of the magnetic sound, the opinion in favour of adopting magnetic recording for educational purposes is gaining strength. Magnetic sound recording alone would make it possible to exchange films between countries speaking different languages. Without such exchange there is no hope for promotion of mutual understanding between people of different races, religions and cultures. No doubt there is always a clamour for production of educational films indigenously, so that the natural surroundings depicted in films, would have better appeal to students. This argument does not hold water in the case of scientific and technical films which have got to be produced in their hundreds in different surroundings and without mutual exchange of such films there is no hope of enriching our instructional film libraries in as short a time as we may desire. For this reason at least the magnetic recording system must be given due credit and considered for universal adoption, in the educational field.

Until such time, when 18 fpz is accepted as the standard speed for magnetic sound on 8 mm the choice lies between 24 fps optical or magnetic recording on 8 mm. We already have combination 16 mm projectors which can use optical and magnetic sound systems. Possibly 8 mm projectors of this type may be available at a later stage, but today our main concern is to choose between one or the other with an eye on economy.

Silent or Sound : Which System?

Here we come face to face with a very pertinent question as to whether sound films are absolutely necessary and if so, under what circumstances? A controversy was raging some years ago on this very point and some countries in Europe still maintain silent films serve the purpose of classroom teaching better than the sound films. We as educationists cannot be carried away by any dogmas in such cases. If instruction through films is intended to be realistic, natural sounds associated with various phenomena in nature should be heard as well as seen. On a number of occasions sound plays an important part in teaching situations, yet is there any justification in foregoing the benefit of a potent visual medium of instruction in the form of silent movie film because it is not accompanied by sound? If certain categories of schools cannot afford to have sound projectors, I think, we should not deprive them of visual instruction through silent films on the plea that sound films are the only means which can deliver the goods. We should not forget that a number of instructional films have only a "running commentary" dubbed on their sound tracks. A good teacher can always give a running commentary himself, according to his own choice and taste, provided he is well-equipped with teaching notes and guides supplied by the producer of a film. Technicolor Corporation 8 mm silent projector is available for as low a price as \$ 100 or less and the Fairchild sound 8 mm projector is likely to cost us, in underdeveloped countries, as much as \$ 300 a piece. The former price is within reach of all the schools in the country whereas the latter price is beyond the reach of even some of the middle

and high schools too. One can therefore think of a compromise, which suggests that we may perhaps be right in recommending sound projectors to high, higher secondary schools and university colleges and silent projectors to middle and primary schools.

Some Other Important Factors Related to the Production of Equipment and Films

The full potentialities of 8 mm sound film cannot be exploited until a whole new 8 mm system is perfected after taking into account the needs for:

- i. quality low cost projectors,
- ii. quality low cost release prints,
- iii. inexpensive methods of making reduction prints from existing 16 mm instructional films
- iv. inexpensive methods of original production in 8 mm, and
- v. marketing and distribution set up for 8 mm prints, along with the consideration for the phased programme for change over from 16 mm to 8 mm system.

Equipment and film production programmes must go hand in hand, otherwise the "egg first or the chicken first" dilemma will lead us nowhere. There are hopeful signs even in the developing countries like India, that some private industrial concerns are now eager to take up production of both projectors and instructional films or rather the reduction of existing instructional films from other countries, to 8 mm size, in cooperation with overseas firms, provided Government extends them facilities for importing necessary machinery for the purpose. Interest for 8 mm film has been aroused considerably since the time Technicolor Corporation's 8 mm silent and Fairchild 8 mm sound projectors were demonstrated in India sometime back. Compared to the present price of 16 mm projector, the price at which 8 mm projector is now offered is definitely low, but one would expect it to be still lower to promote immediate widespread use of this sub-sub standard film. It is only a question of time for 8 mm film to get a firm foothold in our educational system, but if this is going to happen sometime why not start now?

Once good quality 8 mm projectors are made available in abundance, the demand for films would go up rapidly. Reduction from 16 mm existing films is not likely to present as formidable an obstacle as in the case of reduction of 35 mm to 16 mm since magnetic sound re-recording is easier though a little costlier than optical re-recording. Attempts must therefore be made to set up machineries to manufacture projectors and reduction prints of instructional films simultaneously. Since 8 mm frame is $1/4$ in area of the 16 mm frame, theoretically the print cost of 8 mm print should be also one fourth, but in practice this is not so, but that need not worry the consumer, as in the long run 8 mm print life proves to be far longer than that of 16 mm print.

Doubts and suspicions are always expressed whenever the subject of original production in 8 mm is touched. Gone are the days of cameras with turret lenses. New 8 mm cameras with zoom lenses can zoom from 7.5 mm wide angle upwards. Foolproof electric eye and other latest gadgets like motor driven zoom lenses have made the cameraman's job an extremely pleasant experience. Dr Edmund Middleton of the University of Maryland uses 8 mm as a teaching tool, and

has made films to cover surgical operations for his students. International Business Machines Organisation has produced 8 mm sound films for its training programme. Each 8 mm edited film thus produced costs not more than \$ 22. Successful 8 mm production in sound has been achieved as a teacher student participation venture in some schools in the USA. Further application of 8 mm film production for TV is to be found in the case of a reporter equipped with a Fairchild Cinephonic Camera. The black and white film is processed immediately after shooting and directly projected into the Vidicon Chain with a Fairchild projector, specially equipped with a five bladed shutter. By reversing the polarity electronically, the negative film shows up positive pictures. The quality of pictures is claimed to be often better than that of the 16 mm variety.

I have taken the liberty of quoting the above three examples from the most interesting article "The Slow, Sure Triumph of 8 mm" which appeared in June 1962 issue of "Popular Photography". In his looking glass, the editor has concluded the article with the following words:

"We see 8 mm as the most promising means of communication ever developed by man. In sight, sound and motion, it can transmit more information in more digestible form than the written word. Its potentialities dwarf, by far, those of TV for all its mushroom growth. TV can't differentiate its audience on the basis of education, vocation, culture interest, age. It lumps everyone together; 8 mm on the other hand, offers selectivity. It is not economically essential that a single subject should be simultaneously seen by millions, or even thousands. It can instantly respond to individual needs, in education, sales, performance recording, expression, motion, analysis, exploration."

"Today's world is shrunken; it is a truism that there is not an ocean that can't be crossed in a few hours. But there are oceans no ships or plane can transverse: differences among cultures, customs, attitudes, beliefs, points of view. These are chasms that 8 mm can bridge and amateurs sprinkled throughout the world, can be of inestimable help here, just by observing and recording. Even the filmsiest family movie may well be an important social documents to another culture. We are confident that one day 8 mm will form a worldwide network of understanding, thanks to its economy and universality 8 mm may be a small film, but its eyes are big."

Whatever the handicaps we may suffer in the initial stages of developing 8 mm system in educational programmes, the fact is that 8 mm film has come to stay and stay, it must. The author of the above article is fully justified in saying that 8 mm is going to throw even TV into background so far as educational application of the two mediums are concerned. Some 15 years ago, 16 mm films promised overall change in the educational systems of the world and people were enamoured by the promise which did not fructify, simply because at the time nobody foresaw the enormous growth of the thirst for knowledge through direct filmic evidence which demanded quick and ready supply of films from central and a few regional film libraries, which in the long run could not keep up the supply position on par with demand. With 16 mm films it was impossible to think of building up one's own film library even of basic instructional films in the individual educational institutions. Not only the low price level but the smaller storing space required by 8 mm films also has raised the hope of enabling an individual educational institution to build up its own film library of basic instructional films, which will be constantly in demand for classroom use.

The success or failure of 8 mm films in education will largely depend upon the print cost, which should eventually be brought down as much nearer as possible to the cost of raw material and the production expenditure evenly distributed over the total number of prints. There is bound to be some time lag between the instant when 8 mm is adopted for instruction use and the establishment of ideal conditions when individual educational institutions start building up their own 8 mm film libraries. Production cost of motion pictures will not be lower merely because of the smaller size of the release prints. Reduced cost of film stock for making prints is therefore not going to affect the production cost and this constant factor of production cost will be considered insignificant only when large market for release prints is built up. This means decentralization of present system of central and regional film libraries. In spite of the high cost of 16 mm prints, there is a tendency on the part of some larger educational and industrial organisations to maintain small film libraries of instructional films constantly required by them for their own specific training programmes. There are therefore strong indications that many more educational institutions which have no film libraries of their own would come forward to start building them with 8 mm films. Once this trigger strikes, a chain of individual small scale film libraries would start making their appearances. This in turn is bound to contribute towards lowering of print cost since the production cost would be spread over a larger number of release prints. As a result of this decentralisation of central and regional film libraries would be inevitable; furthermore, some schools would be in a position even to keep a few basic instructional films in the classroom itself. The challenging question is then, can 8 mm be an agent for changing the borrowing system to a pattern built around the classroom film library?

8 mm & Classroom Film Libraries - Educational Requirements

A very revealing paper was presented by Steve Kundson of Iowa State University at the SMPTE Society's Convention in May 1961 on this subject of Classroom Film Libraries and financial implications involved. He summarised his paper in the following words:

"A pattern of utilization of educational films based on a classroom film library is much more feasible with 8 mm than with 16 mm. But 8 mm does not guarantee, in and of itself, that a classroom film library pattern will develop. There are collateral requirements which must be met - requirements in terms of film design and of making the educators aware of the possibilities. Organised effort is needed and can do much at this stage of development".

Dr Kundsen has given a sufficient analysis of the cost account involved in equipping the US schools with 8 mm classroom film libraries, comparing the present state of 16 mm film usage with the prognostic set-up of the 8 mm classroom libraries. What is happening or is likely to happen in USA is not strictly indicative of the turn of events which will take place in other countries of the world, especially those which are still in the developing stage. Yet it is reasonable to assume that the change in the Audio Visual Aids set up in USA will certainly have some repercussion on the way in which other countries would evolve their own pattern of education through 8 mm films.

16 mm projectors in use at present in Indian university colleges are estimated to be not more than 100. The University Film Council which is responsible for arranging programmes of University Film Clubs has only 32 members on its list. These projectors are not used for regular instructional work. They are merely used for week-end screenings of film classics for Film Appreciation Groups of University students. As yet the question of using films for instructional purposes in university colleges is not taken up seriously, on the ground that equipment cost of 16 mm projector does not permit the introduction of instruction through films. However, it is almost certain that if the 8 mm experiments are successful in projecting films for audience of about 100 and odd, almost all university colleges will go in for both projecting equipment and small 8 mm film libraries of their own. In all there are about 60 universities in India with 2,043 affiliated colleges working under them.

As it has been already mentioned earlier, only about 2000 16 mm projectors are in use for instructional purposes in high and higher secondary schools which number 21,000. So there is a potential market for over 19,000 projectors, if the prices of equipment are brought down within the reach of these large number of schools which are eager to introduce educational films for teaching purposes.

Primary, middle schools and social education institutions catering to adult education programmes have been completely neglected from the AV instruction through films. About 50,000 middle schools (49,669 to be exact - 1962 figures) would like to use films, which they could not do so before for want of adequate funds. These schools with all the existing primary schools numbering over 300,000 would be well advised to use 8 mm silent if not sound projectors. The number of primary schools is increasing rapidly since primary education is being made compulsory in all the states of the Indian Union. A number of social education classes and community development centres have also to be taken into consideration.

So far as secondary and middle schools are concerned the school authorities will not grudge a little extra expenditure on 8 mm projectors and films when they are made available for less than half the amount required for 16 mm variety.

It will thus be seen that Indian University Colleges would require about 2000 sound projectors and secondary schools about 19,000 making a total of 21,000 machines. If the supply line of 8 mm sound projectors is maintained at 2000 projectors per year, it will take more than 10 years to provide all the institutions with the projecting equipment. As suggested before, if we decide upon introducing only 8 mm silent projectors in all the middle schools, 50,000 projectors will be required by them. Again, even if 5000 silent projectors are either manufactured or imported per year, not less than 10 years will be required to provide them all with silent machines. Similarly primary schools will also take another six years at the same rate of supply. This position is not very encouraging. Unless arrangements are made to import or manufacture in collaboration with the US, UK and Japanese manufacturers at least 10,000 machines per year of each of the sound and silent 8 mm projectors, it will not be possible to launch the programme of instruction through films in right earnest.

Secondly, it must be borne in mind that those who have 16 mm equipment cannot be ignored for some considerable time. The 16 mm film libraries will

mobile cinema units catering to large audiences would need 16 mm films all the time. Therefore the central and regional film libraries will continue their work with 16 mm films, but they too will be required to add 8 mm films to their film stock. Judicious planning, liberalised import policy, tolerance to changing pattern of educational requirements and desire to keep up with time for the good of the younger generation are some of the factors which deserve due consideration from the authorities concerned while planning the future policy of audio visual education through films.

Apart from the above considerations, educationists have got to explore the possibility of harnessing the potentialities of 8 mm films for launching the programme of adult education throughout the country. In India where more than 75 per cent of the population is still illiterate, 8 mm films of short duration can be used for:

- i. literacy drive,
- ii. imparting knowledge for increasing professional skills,
- iii. for improving production methods,
- iv. for tackling socio-economic problems like family planning, cooperative movement etc.

These are only a few areas in which films are likely to play an important role in general education of the masses. As a mass communication media, films have great potentialities, at least, in the initial stages, than those provided by radio, TV and press. This programme of adult education through films would need money, equipment and man-power, larger in size than in the case of academic aspects of formal education for the younger generation discussed above.

It is true that audio visual educational needs differ considerably in different countries but in due course of time a certain amount of uniform pattern is bound to emerge owing to the increased rate of diffusion of ideas throughout the world. The difficulties faced in India are somewhat typical of those faced in most of the South-East Asian countries and perhaps elsewhere in Africa and Latin America. How far the industry will help us to achieve our targets by accelerating production and keeping the price level low, is yet to be seen.

An Ideal Medium for Classroom Teaching : The New 8 mm Concept Films

The technicolor 8 mm projector with built-in rear production screen and cartridge or cassette loading films is ideally suited for classroom projection of what are known as "concept" films of two to three minutes' duration. A difficult to arrange demonstration of scientific phenomenon once arranged properly can be permanently recorded on the 8 mm film for repeated use to fix up the concept in the minds of the students. For example, the concept of waves built up on the mercury surface with the help of vibrating tuning-fork, transverse and longitudinal waves demonstrated with metal springs, round balls fixed on vertical rods etc., are demonstrated through a short film of two to three minutes screening time with the loop film which can be repeatedly shown if necessary. Such concept films have been found extremely useful by the science teachers to introduce the subject on hand, Physics, Chemistry, Biology and so forth. Live action films to show various movements of animals, their habitat, microscopic animals and their ways

of behaviour etc. give splendid opportunity for students to learn biological phenomena very realistically. Action of heart, circulation of blood and similar internal working of organs are shown with animated drawings. Such concepts do not require longer time to study and hence the need for so-called "Concept Films" which come in handy plastic cassettes and can be used indefinitely without deterioration. It is possible for teachers themselves to make their own concept films for repeated use, once due care is taken to arrange experiments involving time and labour.

Asian countries are in a better position to take advantage of the progress made in Japan in recent years in adding sound to 8 mm films and perhaps the technical know-how from Japan would be made available to these countries in the near future. For the adult education programme of the size described before, it is believed that the supply of equipment from Japanese source would be of great value since there the cost involved is expected to be lower than from any other country of the world.

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EVALUATION OF AUDIO VISUAL AIDS

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EVALUATION OF AUDIO VISUAL AIDS

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1. Types of Audio Visual Aids

A modern teacher knows that about 85 per cent of human learning begins through eyes and ears and therefore the learning through these sense-organs is to be made more effective with the help of audio visual aids.

There are many types of aids which a teacher can use to make his lesson increasingly effective. These aids can be classified as follows:

- a. Audio aids - Tape recordings, gramphonerecords, radio broadcasts
- b. Visual aids - Black board, charts, posters, flannelgraphs, exhibits, slides, film-strips, silent films etc.
- c. Audio-Visual Aids - Motion pictures, television, drama, puppetry etc.

Sometimes there are many aids available on one topic. For example, one can find many posters and charts depicting the advantages or principles of cooperation. Under such circumstances a teacher will examine the aids available and choose the best. A comprehensive catalogue on audio visual aids will go a long way in helping the teacher to choose the most suitable ones for his purpose. There are many aids prepared in advanced countries and distributed in developing countries. For example, US/AID maintains loan libraries of excellent films and film-strips in different countries. However, it is difficult for us to use many of such aids effectively in cooperative education programmes as they hardly touch on local problems. Of course, these aids have informative and inspirational value, and therefore they can be used by a teacher after making a careful selection.

2. Some Criteria for Selection of Audio Visual Aids

While selecting an audio visual aid, a teacher should ask the following questions to himself. Answers to these questions will help him to ascertain the value of the aid in relation to the lesson to be given by him.

i. Are the aids and other facilities to be used readily available?

Suppose a teacher wants to show a film-strip on the functions of a primary cooperative society, then the film-strip on the subject, a projector and other accessories should be readily available to him. The teacher may also need the assistance of a projectionist.

ii. Can the aid serve purpose of the lesson and adapted to local conditions?

An aid produced in a foreign country must be judiciously used and, if possible, be adapted to local conditions. The teacher should check that the use of such an aid should not create a wrong impression on the minds

learners. He should also see that commentary on the aid is prepared in the local language and suiting to local conditions.

iii. Is the aid worth the time, expense and effort involved in procuring, using and maintaining it?

If the structure of a cooperative society can be shown through a diagram made on the black-board, a teacher does not need to arrange a film-strip show on the topic. It may be noted that mechanical aids especially of projected type have been found much expensive in developing countries.

iv. Is the Material in a Satisfactory Condition?

Sometimes, the use of old and defective material leaves an unfavourable impression on the learners. This often happens in film-shows. Care should therefore, be taken in checking the physical conditions of the material and also of the equipment to be used.

v. Is the aid suitable for the age, intelligence, tastes and experience of learners?

Children are likely to show keen interest in an aid based on simple stories, The adoscents would like the audio visual aids involving them actually whereas adults would show more interest in an aid involving discussions of complex problems of socio-economic importance, viz., house-hold economy & inflation, cooperative societies and private traders etc.

vi. Is the aid suitable for the size of the group to be taught?

A teacher may have a very good chart on the subject to be taught but the same may be less effective because of the large size of the group. Under such circumstances, slides or a film-strip on the subject will do a better job.

vii. Does it make learners think critically?

An educational aid should not be propagandistic and therefore it should not present only one side of an issue. The aid should therefore present adequate facts in such a way that learners are encouraged to think critically on the issue. While teaching cooperation it would be worthwhile to tell the learners not only the disadvantages of private enterprise but advantages also.

viii. Does it arouse and sustain genuine interest of learners?

Some aids arouse interest due to their novelty, but they do not arouse genuine interest in the topic under study. The learners may get more interested in the figures shown in a film rather than in the content of the film.

ix. Is the aid realistic and factually accurate?

An unrealistic aid may be misunderstood by the learners. If the Chairman of a cooperative society is always shown dressed in a western style, the learner may then form an impression that a western style man is the most suitable person for the chairmanship of a cooperative society. The aid should also give accurate and upto date information on the topic.

x. Does it contribute satisfactorily to the topic under study?

A film strip on the principles of cooperation may be used for the recapitulation of a lesson on the topic introduced by a teacher. The film strip may not do justice to a lesson on the "byelaws of a cooperative society".

xi. Does the aid help to improve the relationship between the teachers and the learners?

Some aids e.g. use of bulletin-board, generate group activity and thus help in improving the social relationship.

xii. Is there a teachers' guide available to help in the proper use of the material?

The guides should contain the points for introducing the aid and also points for discussion on the topics under study. It should also indicate the follow-up activities to be undertaken after the lesson was given.

3. Need to produce special aids

Peculiar needs of the region should be assessed and audio visual aids be prepared accordingly. However, it may be indicated that there are some topics on which few audio visual aids have been produced. For example, there is a dearth of aids on the modern methods and techniques of cooperative education. International organisations like UNESCO, International Confederation of Free Trade Unions, International Cooperative Alliance and others interested in adult education have initiated the production of audio visual aids required for developing countries. The ICA Regional Office and Education Centre for South-East Asia has recently produced a film-strip on the study circle method of member education. However, there is a wide gap to be filled in the field of production of audio visual materials on scientific lines.

4. Need for Evaluation

There are several national organisations engaged in the production of audio visual aids for education, propaganda, publicity and public relations work. The national cooperative unions are among such agencies. Some of the unions have separate audio visual aids production units. These units are not in close touch with the field hence their products are sometimes based more on hunches than on facts gathered from the field. It has therefore been felt that most of the material produced at the national level is not found effective in the field. Unesco and the governments of some of

the South-East Asian countries were aware of such deficiencies of literature for new literate adults and other illustrated materials produced in the region.

Unesco therefore sponsored some projects involving the evaluation of reading materials produced for the new literate adults. The projects for India were implemented by the Research, Training and Production Centre of Jamia Milia Islamia (The National Muslim University), New Delhi. The RTP Centre first conducted a survey of the existing literature and discovered that there was a dearth of suitable material on development themes including Cooperation. On evaluation of the then existing material in Hindi, the Centre found that most of the books were poorly illustrated and therefore could not be understood by the new literate adults. The figures collected were alarming. There were 36.7 per cent books having no illustrations thus were quite poor from the visual point of view. There were more than 70 per cent of books, of which the new literate readers understood less than 40 per cent of the contents. There is no scientific study available on the effectiveness of other types of material viz., posters, charts etc. The time has come when some evaluation of audio visual aids production programmes should be conducted in this region.

5. Steps to be Taken

To begin with, all the audio visual aids to be produced should be tested in the production process and secondly at a stage when they are being used by the teachers. When funds are available, the audio visual aids already produced in each country should be evaluated scientifically.

6. Techniques of Evaluation

Most of the techniques of evaluation are based on methods of educational research. Questionnaires, interview schedules, tests and content analysis and experimental techniques are frequently used in assessing the effectiveness of the lessons given and the audio visual aids used therein.

- i. It is comparatively easy to assess the effectiveness of simple aids produced by a teacher or by an artist directly under his guidance. Non-projected aids like charts, posters, flannelgraphs etc. can be prepared by a trained teacher without much expense and used by him in the desired manner. After gathering the reactions of his learners, he can improve his aids and prepare several copies for his own use and for other teachers as well. A stage may come when the audio visual aids so developed can be produced on a large scale and used widely.
- ii. Some aids are expensive and difficult to prepare. Specialised skills, sufficient time and energy are required to produce aids like film-strips, motion pictures etc. It will therefore be wise to ascertain their effectiveness before the final copies are brought out. Suppose a film-strip is to be produced on the organisation and functioning of study circles for the members of cooperative societies. In the production process drawings for the frames can be prepared of such a size that these can be shown beforehand to a group of learners and also to some experts. A tentative commentary on these drawings may be prepared and used while the drawings are shown to the learners who should be asked to give comments on the drawing and the commentary thereon. The comments received can be used with advantage for the improvement of the aid under preparation.

- iii. The same film-strip after its production can be tested in the field and the reactions of learners noted. For example, a film strip on the study circle method produced in the ICA Regional Office and Education Centre on an experimental basis, is being shown to selected gatherings and their reactions are being noted. After some time, the film strip will be finalised with the help of comments received not only from the learners but from the experts also. Afterwards, a large scale production of this film strip would be undertaken.
- iv. Sometimes, content analysis of the material produced is done by trained analysts with the help of some content analysis sheet. The content analysis method is often used to find out the difference between educational and propagandistic material. To be sure, it would be wise to use both field testing and content analysis in determining the effectiveness of an audio-visual aid.

7. Designs for field testing

Some evaluators have evolved standard procedures for assessing the effectiveness of audio visual aids. In order to collect valid and reliable data, which would help in the evaluation of an audio visual aids, they have evolved designs for field testing of the aid. To collect data some forms have also been developed.

- i. Some extension workers in India took the film-strip to be tested to a village and showed it to a group of villagers. Immediately after the show, the villagers were asked some questions on the content and presentation of the film strip. During the showing of the film-strip, the reactions of the villagers were noted by the observers. It was claimed that sufficient material for the improvement of the film strip could be gathered by following the above method.
- ii. A more elaborate technique for the evaluation of a film strip was used in an Unesco Training Camp held in the Mysore State of India. According to the procedure evolved, some villagers were selected from the nearby villages. They were taken in a group to the training camp where a film strip with commentary on it was shown to them. Immediately after the show, each villager was called separately and shown the same film strip. This time no commentary was given. The viewers were asked set questions on each frame of the film strip. The answers given by the villagers provided the basis for improvement of the film strip.
- iii. The most modern technique of evaluation is based on the method of experiment. According to this technique, two similar groups of learners are formed. One group which is called the "experimental group" is taught with the help of the audio visual aids to be tested. The other group known as the "control group" is taught the same lesson without the use of the aids. The teacher for both the groups is the same person who uses a similar method of teaching. He is then able to assess the differences made by the use of the audio visual aid.

8. Points to Remember

- i. An audio visual aid has a very specific role to play in a lesson. It would be wrong to expect too much from it.
- ii. In order to bring about any significant change in the behaviour of a learner, he needs several lessons aided by selected audio-visual aids and follow-up activities. Any overt change in the learners' attitudes and skills may not therefore be perceptible immediately.
- iii. It is difficult to isolate the effect of an audio visual aid on the mind of the learner. However, an effort should be made to analyse the situation and due importance should be assigned to the aid.

9. Some Suggestions

- i. While developing production plans it may be kept in mind that the cultural background of the people in South-East Asia is different from that of others. Religion and history have influenced the minds of Asians in their own ways. Educational standards are also different. Because of widespread illiteracy and semi-illiteracy, there is a gap between the people of the developed countries and those of the developing countries. Cooperative Movements in the S-E Asian countries are also at different stages of development. Special audio visual aids are therefore needed to meet the peculiar needs of the region. The effectiveness of all these aids should be tested before they are produced on a large scale.
- ii. Although a teacher can produce, use and assess the effectiveness of simple aids, yet it would be advisable for him to consult some educationist, psychologist or expert on evaluation.
- iii. Preparation and evaluation of technical aids like film-strip, films etc., are specialised jobs. Therefore experts on production and evaluation should be employed at audio visual aids centres.
- iv. Some countries have a large scale audio visual aids programmes. Evaluation of production, distribution and use of audio visual aids under such a programme should be carried out by an independent agency specialising in educational evaluation and social research. Sometimes, representatives of the bodies running audio visual programmes can be taken on the evaluation team.
- v. Both, field testing and content analysis approaches should be employed in collecting data for evaluation work.
- vi. It would be economic to have a central audio visual centre in each country. Such an arrangement would not only facilitate the coordination of the efforts of various organisations, but would help in developing an effective programme for the evaluation of audio visual aids.

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AUDIO VISUAL AIDS IN CEYLON : BACKGROUND PAPER

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Regional Workshop on Audio Visual Aids, Tokyo (Japan)

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organised in collaboration with
The Institute for the Development of Agricultural Cooperation
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AUDIO VISUAL AIDS IN CEYLON - A BACKGROUND PAPER

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1. Audio-Visual Aids Used in the Coop Movement in Ceylon

i. Cooperative Member Education Programme

Feature stories narrating various experiences of cooperators, each of 30 minutes duration, are broadcast over Radio Ceylon. These narratives are recorded at selected cooperative societies and the participants are members of these societies. 42 good cooperatives were given such publicity in 1964.

The membership drive as well as any improved facilities for members of cooperatives such as an expanded credit scheme, always receive special radio publicity, arranged by the Cooperative Department, by way of songs, verses, features and talks, which are broadcast.

Publicity stalls are always organised at important exhibitions such as the Independence Day exhibition, the World Childrens' Day Exhibition, Freedom from Hunger Week exhibition, where large crowds gather, with a view to educating the people and displaying the benefits accruing from membership of cooperative societies. Leaflets, brochures and illustrated cooperative literature are distributed freely to visitors at these exhibitions. Efforts are made to portray by scenic models a particular aspect of life in the village before the advent of cooperatives, and the changes for the better caused by organising that aspect of life on the cooperative principles, e.g., fisheries, small industries. The ideal layout of a large multipurpose cooperative project is shown by building a model of one that really exists, so that members can plan for their own village society. At the recent Ceylon Industrial Exhibition the publicity stall of the Cooperative Department made use of lit-up hand-coloured slides of various cooperative projects. The cooperative department stall has been always in great demand by organisers of exhibitions, and exhibits of cooperative products, graphs, murals and statistics, illuminated pictures and posters have been systematically used.

The spectacle of the mobile pageant has also been exploited in Ceylon for cooperative publicity and education purposes. It is on record that as far back as 1950 and 1951 the Department arranged a mobile pageant, consisting of a procession of about 50 motorised trucks depicting the various types of societies which went round Colombo on Cooperative Day of each year. Its purpose was to demonstrate to the urban population of the capital, the variety and scope of cooperative activity outside the city, where people were conversant only with consumer societies.

More recently, in 1964 the Government organised a railway train to go round the country as a mobile exhibition, publicising the progress achieved by it. The cooperative Department was allocated half a railway carriage to exhibit items of cooperative interest. The use of statistical data, graphs, pictures, posters

and cut-outs were harnessed to show the existence of a cooperative plan, the impression that cooperative societies were government-owned was wrong, the evolution of the multipurpose cooperatives as the pivot of village activities, the democratic spirit of the cooperative movement, the assistance rendered to the movement by cooperative banks and the People's Bank the protection afforded to the cooperatives by the Insurance Corporation in eliminating risk from robbery etc., and the extent of participation in cooperative activities achieved by educating the people through radio programmes, posters and exhibitions. Illumination by electric lighting was used where necessary. The exhibition train was halted for specified periods of time at selected railway stations in order to give the people of the vicinity an opportunity of visiting it.

Member education and cooperative propaganda being complementary to one another, methods used also serve both objectives having regard to the recipient audience, so that the facts enumerated in sub-sections (i) and (ii) are equally relevant to each other.

ii. Cooperative Propaganda by Publicity Division of Cooperative Department

Photographs and news-items on important cooperative activities, feature articles on good cooperative societies are always supplied to the Sinhalese, Tamil and English daily newspapers in circulation.

Most of the important speeches made by cooperators and officials are recorded and supplied to Radio Ceylon, which uses them extensively on their daily news broadcasts and weekly news reviews. Information on good cooperative societies is broadcast over the radio. In addition, 15 minute programmes entitled "Cooperative Post Bag" have been broadcast. This programme included discussion on questions received from cooperators all over the island, and the dissemination of current cooperative news.

In 1958 when the Cooperative Stores Societies largely dealing with the distribution of consumer goods to the community, were converted en masse into multipurpose cooperative societies dealing with consumer needs, credit facilities, agricultural and industrial production etc. the Department used audio-visual methods of publicity to spread the Multipurpose idea. Posters in the Sinhala and Tamil languages, regular radio broadcasts in the rural programme of Radio Ceylon, publicity stalls at important exhibitions and a series of propaganda meetings, were used to orient the general public to the multipurpose idea.

The 16 mm film more fully described in para 3 of this section has been a prominent vehicle for cooperative propaganda for over a decade. Its wide use can be assessed by the fact that as far back as 1956, over 400 film shows were given in various parts of the island. There had been a heavy demand for these films even at that time from rural department societies, community centres, mahila samities (women's organisations) and schools, quite outside the cooperative sphere, for publicity purposes. These films have always been very popular and well-received by the people.

It is on record that as long ago as 1952 the aid of colour posters was harnessed to depict cooperative credit, cooperative agricultural production and sales, and the cooperative method. In that year, the first set of 12,000 colour posters in Sinhalese, Tamil and English were distributed among the cooperative primary and secondary societies, while two other sets of colour posters, one on the cooperative agricultural societies and the other on cooperative youth clubs, were distributed among cooperative agricultural production and sales societies, youth clubs

other types of cooperative and public institutions. Special posters have also been distributed depicting the consequences of dishonest trading and corrupt practices, as part of an anti-corruption drive.

iii. Cooperative training of employees

All grades of employees of cooperative societies are being trained by the Department from about 1956. Prior to this, interested institutions had their own ad hoc training programmes. Today, the Scheme of Cooperation at Polgolla trains all employees through its 21 education centres at various provincial headquarters, as well as week-end classes. The larger cooperative organisations have their own training programmes for their employees. Employees are taught salesmanship, management and business methods. Apart from lectures in the theory of these subjects, the device of the model shop is used as a practical aid. There are model shops set up in several education centres. Where there are no such shops in the vicinity, employee-trainees are taken to the nearest cooperative consumer store. They are asked to make their own observations on salesmanship, window-display, lay-out and at subsequent discussions, proper methods are explained. Field visits and demonstrations serve as the main visual aid used for employee training. During 1964 the ILO expert on consumer cooperatives, used films imported from the UK and borrowed from the High Commission for UK to convey his ideas on shop practice and window display.

iv. Advertising of Cooperative Products

Advertisement of cooperative products has been mainly concentrated at the numerous exhibitions whether on a national, district or village scale. Always a wide variety of products of cooperative societies have been displayed and put on sale at the cooperative department stalls at such exhibitions. A summary of the products so advertised and put on sale at the biggest national display of recent times, namely the Ceylon Industrial Exhibition of February-March 1965, will give a good indication of the wide range of goods so advertised and produced by cooperative societies:

- | | |
|-----------------------------|------------------------|
| 1. Textiles | 7. Silver trays |
| 2. Hats | 8. Mats, table mats |
| 3. Lamp shades, stands etc. | 9. Religious statues |
| 4. Baskets | 10. Wooden ornaments |
| 5. Bags, suitcases | 11. Coir goods |
| 6. Plastic hand-bags | 12. Household utensils |
| 13. Leather shoes | |
| 14. Copper ware | |
| 15. Joss sticks | |
| 16. Fibre work | |
| 17. Handicrafts | |
| 18. Articles of consumption | |

A certain degree of advertisement for products of cooperative societies also results from the display of such products for sale at all cooperative and government controlled shops. The sales centres of the government departments of small (cottage) industries and marketing development display and sell-cooperative products.

However it is true to say that advertisement of products of cooperative organisations is not done systematically, when compared with the advertisement of the produce of the private sector. The ILO Expert on Consumer Cooperatives has stated that "little advertising as such is done at present, although frequently the marketing department will publish lists of current selling prices in the daily press. The cooperative unions and societies do not advertise, however, and much use could be made of advertising to publicise the movement generally and individual units in particular. Some methods of advertising which could be used are: Radio, Press, Cinema slides, Roadside boardings. Use could be made of blank walls of cooperative buildings for posters or signwritten slogans or advertisements. Pamphlets or small booklets to advertise special goods or services - even paper bags used for goods could be printed with some general advertising matter - and the bills given for goods purchased could carry on advertisement at the back. These are a few methods by which advertising could be done and it is recommended that consideration should be given by the publicity division of the Department of cooperative development to ways and means of creating more advertising for the Movement generally". Report 1964.

v. Publicising modern methods and techniques of farming and trade through cooperative societies.

Apart from the publicity generally given which has been described elsewhere in this paper, no special emphasis is given by the Department to educating the people in modern methods and techniques of farming and trade through cooperative societies. However, the publicity division of the Department of Agriculture performs this more specialised task by wide dissemination of agricultural information. "Farm Broadcasts" over Radio Ceylon include discussions with outstanding farmers as well as young farmers clubs as well as timely information on crop and animal production, pests and disease control. Farming methods and techniques are also publicised by setting up exhibits and exhibition panels at various village shows and exhibition stalls. The Department of Agriculture also prepares 16 mm movie films on various aspects of agricultural production and newsreels made up of various agricultural activities like field days, demonstrations of modern methods and techniques, young farmers club rallies, and salvinia (pest) control. There is also wide distribution of posters prepared in connection with events such as the National Food Drive, National Tree Planting Campaign, National Soil Conservation Week and similar special occasions.

In regard to publicising trade through cooperatives, the publicity work done by the cooperative department always emphasises the value and benefits accruing from this method.

2. Mediums of puppet shows, dramas or plays used for cooperative propaganda

In 1951, the Department began to use a cooperative drama troupe whose object was publicity for the principles of the Movement in lighter and music hall strain. The aim of the troupe was to bring as far as possible the best of the theatre to rural places and educate the rural populace on the value of Cooperation. The Department organised a competition for drama scripts offering cash prizes so that plays of a high standard could be produced. About the same time it was found that radio listeners were more keen on listening to radio playlets than to talks. Eminent radio artists were engaged to produce radio playlets, musical items and indigenous folk songs, which were received with much appreciation by listeners. It has been the experience of the Department that dramas

and plays as an audio visual method of cooperative publicity and education were extremely popular, because it was a combined source of education and entertainment. The drama could be fitted into our programme for the furthering of our movement as a means of education, entertainment and socialisation.

In most of our villages, where life is usually sombre and poor, we find extraordinary interest in plays thus emphasising the fact that the dramatic tendency is inherent in the Sinhalese nature. This universal aspect brings out a large number of spectators whose interest and enthusiasm are so strong that they remain throughout the show enthralled for hours, however, uncomfortable they may be.

The aim of the Department is to bring as far as possible the best kind of theatre to rural places encouraging the production of high class, even literary plays for cheering drab existence, for education, for heightening ideas and ideals, for the joy of working together on a cooperative basis and even for culture. In order to carry out these purposes, especially the educational one, we find it necessary to write some plays or have them written for us. A play can embody true teachings and still be highly entertaining and not pedantic if careful planning, choice of plays, insistence upon learning lines and supervision are simultaneously adhered to from the inception. (Report on Cooperative Education, 1953. pp 66-67).

3. Audio Visual Aids used for propaganda and education in rural areas. Difference between these and the aids used in urban areas.

The main audio visual aid used for propaganda and education in the rural areas is the 16 mm film. The following are the subjects of the 16 mm film now in circulation and used by the Publicity Division of the Department:

- i. Productions by Department of Cooperative interest, e.g., about special type societies (fisheries, agricultural sales, coconut mill, small industrial, tea production).
- ii. Productions by Department of general interest, e.g. visits by distinguished visitors, cultural events, national festivals, government's activities.
- iii. Foreign films of general, entertainment and religious interest, e.g. dairy farming, youth clubs, cultivation methods, small industrial fishing industry, sports, fictional, Buddhism.
- iv. Foreign films of cooperative interest e.g., Rochdale Pioneers, CWS, Danish Cooperatives, Cooperative fishing, consumer cooperation.
- v. Local films of cooperative, general and religious interest, e.g., Negombo and Migrant fishermen, paddy cultivation, history of Ceylon.

The following statistics show the number of film shows given throughout the country by the Department and the supply of loudspeaker equipment to cooperative publicity meetings organised by societies without their own equipment:

(figures on page 6, please)

<u>Year</u>	<u>Film shows</u>	<u>Publicity meetings</u>
1964	235	-
1963	340	56
1962	329	68
1961	348	101
1960	431	-

(Note: the figures for 1964 show a decline due to the unroadworthiness of cinema vans in use)

The Publicity Division of the Department has made several films of local events to be used at cooperative propaganda film shows as diversions between cooperative films and these were highly appreciated by the audience, e.g. visits of distinguished foreign visitors to the country, various national celebrations, visits of distinguished personages to foreign lands.

There is no significant difference between the audio visual aids used in the urban and rural areas. However, in the urban areas along the coast where the fishing industry predominates, demonstrations have been arranged and films depicting the progress of cooperatively organised fishing have been shown for the benefit of fishermen as part of the cooperative fisheries extension scheme. In 1962, 132 such film shows were given. Some years ago, film units were stationed at central towns in the coastal belt for conducting these film shows, particularly for the benefit of fishermen's study circles. As local films based on the fishing industry were more appreciated than foreign films, steps were taken by the Publicity Division of the Department to produce films based on the local fishing industry. These films emphasise the value of cooperative effort and the importance of mechanising the fishing industry. The four mobile film units referred to earlier were part of the equipment received on a Canadian Grant in 1957, the main purpose of which was the education of fishermen in cooperative methods. In that year 753 film shows were conducted and attended by about 142,000 people. Although these shows were conducted for the benefit of fishermen, the people of the locality too (in the maritime belt) were allowed to attend them. Hence, the largeness of the attendance. The foreign films shown were based on the fishing industry in various countries and were generally of great educative value. Though most of the fishing methods shown were not within the means of our fishermen, yet the shows succeeded in creating an interest in modern mechanised fishing methods.

Cinema halls in urban areas have been supplied with colour slides with cooperative themes to be projected for the education of cinema audiences. Paintings depicting scenes portraying cooperative ideas, done in colour, on a life size scale, and appropriately flood-lit have been used as an experiment in the Department's premises in Colombo, during the Wesak festival (commemorating Lord Buddha's Birth and death) and was found to attract much attention.

SECTION II :

4. Manner in which the Programme of Using Audio-Visual Aids is Prepared in our Department

The lack of overall planning has been elaborated on in the conclusion to this paper. No plan embracing the whole field of audio-visual aids used in this country, for a specified period of time, has been formulated. Only ad hoc planning is now done, sometimes to cover a particular event, at other times to cover radio time

films. The organisation is galvanised into action when an exhibition is planned to be held or an order is made to film a particular cooperative project or event. The main task arising out of the workshop to be held will be the formulation of such a programme, having regard to the lessons to be learned from the techniques adopted in other countries in the region.

5. (a) How are the persons responsible for the utilisation of audio-visual aids selected and trained

- i. The Technical Assistant was recruited in 1949 after an interview, the post having been advertised calling for applications from persons possessing a special knowledge and practical experience of photography and filming.
- ii. The Publicity Assistant was recruited in 1953 after a test and an interview, the post having been advertised calling for applications from persons with journalistic experience.
- iii. The Cinema Operator was recruited in 1952 the post having been advertised calling for applications from persons with experience in projection of films, making commentaries, maintaining machinery and equipment.
- iv. The Dark Room Assistant and Operator was recruited in 1950 the post having been advertised calling for applications from persons having technical knowledge and experience of dark-room work, (developing, printing and enlarging) projector maintenance, editing films and electrical wiring.

None of the above technicians have received training subsequent to their appointment to the Department. The Cooperative Inspectors are transferable. No training is given.

(b) Are they the members of the teaching staff of training institutions or officers of the cooperative unions or cooperative departments.

The following officers of the Department of Cooperative Development are engaged in the work of publicity:

- | | |
|---|-------------------------------|
| 1 | Senior Cooperative Inspector |
| 3 | Junior Cooperative Inspectors |
| 1 | Technical Assistant |
| 1 | Publicity Assistant |
| 1 | Dark Room Assistant |
| 1 | Cine-Projector Operator |

(c) Name the Institutions where they are trained for the purpose

Please see under (e) overleaf.

(d) The name and information of the institute responsible for:

- (i) the production of audio visual aids.

The Publicity Division of the Cooperative Department is mainly responsible for the production of all aids for Cooperative Education.

- (ii) Training of personnel for audio visual aids

Please see under (e) overleaf.

(e) Are any persons sent abroad for training?

No persons responsible for production and use of aids have yet received training overseas.

SECTION : III -

6. External Agencies from which audio visual aids are obtained for work in our organisation.

British High Commission, and Embassies of Denmark, and Canada in Ceylon have sold some films to the Department.

7. Are these aids bought or hired or obtained free of cost?

The large majority of films have been bought from the above embassies. On special occasions, however, films have also been borrowed. The Department of Information, the Department of Agriculture and the Department of Cultural Affairs have also given films to the Department's Publicity Division.

8. Are officers of the Government Publicity Department of Ceylon invited to help through audio visual aids in the cooperative education and propaganda of the Cooperative Movement?

Officers of Radio Ceylon, the Department of Information, Government Film Unit, render help in doing propaganda.

SECTION : IV

9. (i) Methods used to evaluate the use and effectiveness of audio visual aids.

No evaluation is systematically done. The effectiveness of audio visual aids is not consciously evaluated. The opportunity for this does not arise since no programme is formulated. New ad hoc assignments are undertaken, having regard to the effectiveness of previous attempts. No particular methods of evaluation are therefore in use. The amount of interest evinced in a given method, its popularity, are taken into account, as well as the propaganda and educative value.

(ii) Provision made in the programme for use of audio visual aids for follow up after their use.

Since there is no programme, no follow-up action is taken after their use.

(iii) Changes made in the production and use of audio visual aids as a result of the evaluation process.

Please see under (i) and (ii) above.

10. Audio Visual aids imported by the Department from foreign countries. Details.

Apart from the foreign 16 mm films described in paragraph 3 of section I above which have been obtained from the UK, Canadian and Danish Embassies, no audio-visual aids have been imported by the Department from foreign countries.

11. Any technical assistance obtained for production of audio visual aids from foreign countries.

No technical assistance has been obtained from foreign countries.

12. Any foreign expert working in Ceylon for giving advice on production and use of audio visual aids.

No foreign expert.

CONCLUSION

It is fitting to quote here the remarks of the Registrar of Cooperative Societies in his Administration Report for 1950-51: "The publicity and information section of the Department therefore makes known to those within the fold, as well as to those outside, achievements and possibilities of the Movement by means of publicity meetings, lecture tours, plays and playlets, cinema shows, exhibitions and carnivals, radio talks magazines and other publications, newspaper articles and a host of other channels whereby information can be imparted and misapprehensions disabused. The comprehensiveness of our programmes received favourable notice at the Karachchi Conference of December 1950, and our audio visual methods were thought very well of". Exactly three years later, in 1953, an independent observer, Mr E.B. Loveridge, ILO Expert on cooperative education had this to say: "The publicity services are wide in their scope and in some ways comprise more than is usually associated with similar Departments in Western countries, from which they differ little, but appear to be well suited to the needs and circumstances of an Asian Movement. The Department has resources and equipment appropriate to its present work and any improvements appear limited to improving skills and techniques".

Then, as now, there are problems facing the Department and the Movement in pushing through the schemes of cooperative instruction that are started:

(a) In the field of audio visual aids there is the absence of an overall plan of action. It is important to mention that in spite of the wide range of activity for which audio visual aids have been used in this country over the last 15 years, here is yet no programme or plan for the production or use of these aids. Whatever has been achieved was the result of implementing ad hoc decisions. One very important benefit that will accrue from the forthcoming workshop will be the opportunity to observe and benefit from the experience of other countries with a view to formulating an overall and long term programme for the production and use of audio visual aids in this country.

(b) Another basic problem is the **lack** of trained personnel and the absence of local opportunities for training, since there are few places where wider or superior experience could be obtained. Apart from the radio section and the drama group securing guidance and advice from Radio Ceylon staff, and the filming section obtaining technical help from the Government Film Units, there are no other avenues of proper training. Therefore, the possibility of obtaining technical training facilities for the perfection of skills necessary in the audio visual aids field should be explored and if it can be arranged, obtained in the member countries of the region whose delegates are attending the Workshop.

(c) The techniques used for cooperative instruction in this country, particularly member education, have been found to have the shortcoming of inability to hold the member's interest over a period of time. The study circle method failed for this obvious reason. Keeping the member interested and keen to widen his cooperative knowledge can only be achieved by some inducement, although what that inducement is recent experiments here have not shown. It is expected that a wider and more intensive use of audio visual aids which would be adopted as a result of evolving a plan based on the experience gained at the workshop, will cure this defect of techniques now in practice of not continually holding the member's interest.

"AUDIO VISUAL AIDS IN THE COOPERATIVE MOVEMENT IN SINGAPORE"

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Regional Workshop on Audio Visual Aids, Tokyo (Japan)
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AUDIO VISUAL AIDS IN THE COOPERATIVE MOVEMENT IN SINGAPORE

Mr Leong Fong San, Singapore

Introduction

The Singapore Cooperative Union Limited, is the central organisation of the Cooperative Movement in the State of Singapore. It was formed in 1933 as a coordinating body for most of the cooperative thrift and loan societies in Singapore, and since then its affiliated societies, which at present numbered 30 include cooperative undertakings in housing, banking and stores. Meanwhile, the cooperative department, being responsible for cooperative development, began to identify itself with the rural dwellers and fishermen of the State, and to fulfill the various needs of these people cooperation was introduced into their socio-economic structure. This resulted in the formation of rural thrift and investment credit, consumer, production and marketing and general purposes' societies. In 1958 the Singapore Cooperative Union became affiliated to the International Cooperative Alliance in London.

The control of the Union is in the hands of a committee of management comprising the chairman and delegates of the different affiliated societies, while the planning of the various activities of the Union such as education, publicity and other social functions is being carried out by the Planning Committee. The Union have participated in many of the conferences and seminars organised by the ICA Education Centre in New Delhi.

Section I

Cooperative education today is quite often linked with public relation and propaganda work. The main task of cooperative education is that of communicating ideas and knowledge about Cooperation to the audience concerned, and to bring about a change in their attitudes and outlook in the desired direction, to have enlightened members, to arouse and sustain their interests in the Movement.

To carry out this programme of education the following audio-visual aids are used in the Cooperative Movement of Singapore:

a. Films and Film-strips

Films and film strips in use cover a wide range of subjects which are of interest and educational value to the audience. Typical subjects are on cooperative activities in other countries, various aspects of farming and fishery. A film unit has, however, been established recently in the primary production department in the Ministry of National Development of which the Cooperative Development Division is a unit. Films with a local background appeal greatly to the rural folks for they feel happy when they recognise the background or maybe see themselves or

Photographs are also used to record the economic and social activities of the cooperative societies for display and exhibition, and are also reproduced in annual reports, bulletins and periodicals for publicity and propaganda work.

b. Radio Broadcasts and Talks

The movement should not only confine its educational activities to members, but should also direct its effort to the general public. The radio is a very effective means of mass communication. Radio talks and forums in matters of cooperative interests are conducted, such as the contribution the movement makes to the social and economic life of the State. Such forums are often participated by officials of cooperative societies and leading cooperators.

Radio Malaysia (Singapore) has a weekly programme entitled "Rural News". This is a talk to farmers in the rural areas. The topics again cover various aspects of cooperation and how the movement can help the farmers to progress. Instruction on farming techniques and rearing of poultry etc., is also included in this programme.

On special occasions such as International Cooperative Day or the holding of some cooperative conference the radio authorities put up special feature programmes and give full coverage for such functions. Recorded interviews with Coop Union officials help to put over the movement to the listeners.

c. Television

Though TV has been introduced only some two years ago full use is made of this medium. It supplements the use of the Radio but in this case the audience can, not only hear, but also see.

TV Malaysia (Singapore) also has regular programmes like News Magazine, Roving Report and Meet the People. Very often these programmes serve as an educational medium for cooperation. As in the case of radio, interviews are given to Coop Union officials or cooperators from other countries passing through Singapore.

d. Tape Recorder

Pre-recorded tapes of talks and forums and recordings made at cooperative conference are also made use of for group discussions and study courses. Now-a-days, many cooperatives purchased tape recorder to use it for educational purposes.

e. Plays

Puppet shows, dramas or plays are not normally used in Singapore for cooperative propaganda. However, short plays or comic sketches are sometimes made use of to convey the idea of Cooperation. These sketches are always appealing and give a thrill to the actors and audience alike. During social gatherings like the annual dinners of cooperative societies musical entertainment and comic sketches

with a theme on cooperation are always included to arouse the interests of members. At rallies or Community Centre gatherings, the programme usually includes a short play and the theme of such play is quite often the part played by the cooperative movement in the life of the rural folks.

f. Posters, Charts etc.

Posters, illustrated charts and pictures are utilised during talks, study courses and group discussions, besides the use of blackboards. Posters and hand-bills are also widely distributed to bring information on cooperation and cooperative projects to members as well as the general public.

The annual general body meeting provides an excellent opportunity for members to know about their cooperative society and its activities, its progress and problems. Such meetings are usually not well attended and therefore special effort is made to attract attendance. Hence, besides big charts, statistical graphs or pictograms are used in the annual reports of various societies to illustrate progress and to present the annual report in as simple a form as possible. Expert guest speakers are often invited to give talks and stimulate the interests of members.

g. Talks to Schools and Scholarships

The Coop Union have not overlooked the importance of getting cooperators, while they are still young and in school. The Singapore Cooperators' Scholarship Fund was established for many years, and four scholarships are granted annually to children of cooperators to complete their secondary school leaving year. Many a keen cooperator had come from the winners of these awards.

In conjunction with this aim the Union had arranged for talks given by its officials to secondary schools as part of their Civics and general knowledge programme. Here simple audio visual aids are used to supplement the talks.

h. Publications

The Coop Union publishes the "Coop Recorder" simultaneously in English and Rumi (the national language). This is a monthly newsletter conveying cooperative news both local and foreign and articles of educational value and is profusely illustrated. Recently, the Coop Union introduced a pamphlet known as "Information from the Secretariat of the Union". This is intended to bring information on the activities and problems of the Union and other cooperative news to its members.

Other cooperative journals and publications received from the Regional Office of the International Cooperative Alliance, New Delhi, and other foreign organisations are freely circulated among the urban societies.

The Primary Production Department publishes the Primary Production Bulletin in Chinese. This contains news of interest to the farmers and

fishermen and also the text of the talks which are broadcast as mentioned in para b above. It is also profusely illustrated with pictures of their activities and the part played by coop societies. The Department also issues illustrative pamphlets on modern techniques of farming and poultry-rearing.

The products of production and marketing societies are normally advertised in the daily newspaper, while those of the coop stores are usually advertised in annual reports of the various societies.

i. Study Tours

Seeing is believing and there is no better way of learning them by seeing the real thing with one's own eyes. So educational tours are arranged as part of the audio visual aids programme.

The primary production department organises frequent tours for farmers in the rural areas to visit the various cooperative projects.

Besides these, the urban societies also arrange their own study tours in conjunction with the Coop Division. In spite of disadvantages such as distance and lack of accommodation full use is made of existing facilities at the Cooperative College in Petaling Jaya. A week-end course was arranged for member education and two large groups of members from one society participated. This is intended as a short study course at the College-cum-study tour to numerous cooperative projects in the various states of Malaya. Apart from this, another society has recently undertaken a cooperative education and goodwill tour for a large group of members to visit various cooperative establishments throughout Malaya and in Bangkok, Thailand.

Such tours widen the outlook of the participants, who are shown how the ideals of cooperation could be put into actual practice and thereby contribute to the improvement of the economic interests of the people.

Study tours, film shows and blackboards are normally used for cooperative propaganda and education in the rural areas. Handbills giving information on various cooperative societies and projects are also used. Such methods are found to be more suitable because of the low level of literacy amongst the rural people. The development of transistor radio resulting in the increased rate of listeners in the rural areas has added a further medium of mass communication for the rural people. These aids are also used in urban areas.

SECTION II

In Singapore the Cooperative Development Division is under the direct supervision of the Primary Production Department which is part of the Ministry of National Development. The head of this Division is the Registrar of Cooperative Societies and he directs his staff of Cooperative Officers. In the Primary Production Department we also have the other Divisions - veterinary, agriculture, fisheries and rural development.

It is apparent that all these divisions in the Primary Production Department are concerned with the welfare of the rural farmers and fishermen. Hence any education programme will have to be a coordinated one in order to avoid duplication. The officers who carry out this programme with the use of audio visual aids are field workers attached to the Department. Among them are Coop Officers who are normally trained at the Cooperative College, Petaling Jaya.

The Cooperative movement in the urban sector has a longer history and its members in general are more sophisticated. Hence in this sector the education programme is left to the Coop Union to manage.

The Coop Union has a Planning Committee to carry out its member education programme including the use of audio visual aids. Unlike the Primary Production Dept. the Coop Union comprises of voluntary workers. They are cooperators drawn from various walks of life - civil servants, technical officers, teachers or clerks. The fact that they are drawn from such a wide field is actually an advantage because they can contribute as widely as possible to the education programme from their own experience. Training for such voluntary workers namely, Committee members and leaders as well as employees of coop societies is also done at the Cooperative College, Petaling Jaya. Here, short two-week courses on cooperative principles and management are conducted four or five times a year. At present an attempt is being made to arrange short cooperative study courses at the Adult Education Centre where leading educators and experts on cooperation will be invited to give lectures.

A number of these voluntary cooperators have attended courses and seminars abroad organised by the ICA Education Centre. Some, including the writer, have participated in the ICA Regional Seminar on Techniques and Methods of Cooperative Member Education held in Singapore in which emphasis was laid on the use of audio visual aids and the preparation of simple aids. But so far no one has been sent abroad specifically for training in audio visual aids.

There is no local organisation solely responsible for the production and training in the use of audio visual aids. However, simple audio visual aids in use are generally prepared by the Coop Officers in the Coop Development Divn. Officials of the Coop Union and its affiliate societies also prepare simple aids for use in their respective societies.

SECTION III

Audio visual aids used are obtained from the following sources:

1. The Primary Production Department
2. The Ministry of Culture
3. The United States Information Services
4. The British Information Services

Films and projectors are usually borrowed free of charge from the film libraries of the above agencies.

Pamphlets, charts, posters and publications like the Primary Production Bulletin are freely distributed.

The "Coop Recorder" and "Information" published by the Singapore Cooperative Union is distributed free to the members through its affiliates.

The Ministry of Culture is very cooperative in assisting the Coop. Movement to spread its educational programmes and propaganda as we have seen through its assistance in Radio Broadcasts and TV. The Cooperative Development Department being responsible for the promotion of cooperative education and propaganda in Singapore can obtain assistance from the Ministry of Culture in the form of technical personnel, besides such aids as posters, films and projector.

SECTION IV

The Planning Committee of the Union is constantly checking on the effectiveness of the use of the above audio visual aids. The response on the part of the members is surveyed by reports from the affiliate societies and questionnaire forms, which include such items as whether it is accurate and informative, it is just entertaining or educational, does it present the intended ideas, does it arouse interests and stimulate critical discussion, it is worth the time and expense involved.

The Planning Committee is also constantly studying the methods and aids used in other countries. Our greatest difficulty is that we do not have full time people looking after this programme and there is a great lack of funds, technical personnel, materials and equipment. No audio visual aids have been imported from foreign countries by either the Coop Union or the Coop Department.

So far no technical assistance for the production of audio visual aids has been obtained from any foreign countries, nor has there been any foreign expert working in our country for giving advice on the production and use of audio visual aids. However, we do our best and extend the cooperative movement to as many as possible. We have a lot to learn in this direction and this is exactly what we hope to gain from this Workshop.

NEW DEVELOPMENT OF AUDIO VISUAL AIDS

Dr J.H. Ollman
Publications Editor
International Cooperative Alliance
London

Regional Workshop on Audio Visual Aids, Tokyo (Japan)
June 1 - 14, 1965

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NEW DEVELOPMENTS OF AUDIO VISUAL AIDS

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The development of audio visual aids in education generally and in cooperative education is a matter of great importance and much concern to those who still with a piece of chalk in their hands have to face their classes in all parts of the world where now cooperative education is undertaken.

This is especially the case in the urgent task facing cooperative teachers teaching adults who had not the opportunity of entering into the know-how required for running the modern movement. There are training schemes on grand scales required for those who are mature adults but who are non-schooled or only have four years of primary schooling in the development areas and it is those who have to be made to take full responsibility in their local governments and cooperative societies. It is here that the impact of audio visual aids would be one of the great aids to the cooperative teacher. Recently I read with great interest an article published on this very subject in the publication "Rural Life" by the Director of the Overseas Visual Aids Centre, London. The Director, Mr Rusbridger, introduces his article describing a new type of audio equipment, saying: "The new equipment consists of a master-controlled unit from which a teacher can transmit direct to one class or to a whole college, or from which recordings from a radio, tape-recorder or record player can similarly be transmitted. The transmission goes through a "learning loop" consisting of a piece of wire encircling the classroom walls or ceiling. By means of earphones and a small transistorised wireless, students can tune in to the transmissions and use them in three ways:

- i. they can merely listen to them, make notes and write answers to the question they hear,
- ii. with the use of a microphone, they can make their own responses, as for example in a language transmission, and hear their responses amplified in their earphones,
- iii. by means of a small instrument called an audio-notebook, which weighs only 7 lbs., and rests on the lap or on the table in front of them, they can receive and record up to 22 programmes each of which can last up to 15 minutes.

In addition, each student has one spare channel on which to record his own comments, by means of a selector switch, the student is able to switch to any one of the 22 recorded programmes at will, the teacher, as he walks round the classroom, can plug in to individual student's head sets or in to the audio notebook.

This latest teaching aid machine is of course expensive, the cost would be £4,000 for a 30 student installation. Naturally it is the newest

and best, but most of us have some fleeting acquaintance with similar gadgets such as language laboratories, self-teach programmes often incorrectly described as teaching machines, and of course the use of TV.

The great excitement and interest aroused by the increasing use of the new aids in developing countries should not lead one to overlook the needs of hundreds of teachers, who, in colleges of all kinds, still have to teach with very limited resources in the way of equipment and who are most likely to have to do so for a great many years to come.

There are perhaps two basic problems to be faced: how can effective and inexpensive aids be obtained? and, far more important, how can teachers be encouraged to use them? There is surely today a rapidly growing awareness of the value of teaching aids, and practical steps are being taken in many countries to provide them, but if one's observations and reports from overseas are correct the main drawback very often is the lack of knowledgeable staff to operate the gadgets which often can be found also on the part of teacher trainers. Naturally perhaps, shortage of money is a major factor in all this but is not the only one.

The wider establishment of national and regional audio visual centres has been strongly recommended by educational authority in almost all lands. This in turn demands the training of specialists in the production and application of teaching aids, and the institution of course in the theory and practice of communication is a must if this new method will successfully establish its place. There are some examples from overseas which have worked extremely well, such as the provision of local or travelling workshops that have been set up in some countries at centrally convenient educational centres and training colleges in West Africa. One point which is sometimes minimised in all this is cost. Television - and to a lesser extent radio - involve huge initial expenditure in equipment. Both these media are greedy consumers of money if there are large geographical areas to cover, so that the cost of programmes, where they are supplied from outside or produced in the countries, in TV particularly, can be expensive. Language laboratories may cost up to £2,500 for a 16 booth unit. The more complicated programme learning devices, which involve the use of machines, are from £200 to £500 plus programmes and an individual programme costing anything from £15 to £50 would represent a formidable obstacle in developed country use. However, many lectures have pointed out that with developing countries becoming more established, problems of initial costs will be overcome and so will also be the drawback of specialists available for servicing and maintenance of equipment. Teaching by TV and radio is still not fully used by development areas but training for this kind of communication to the student is given in some of the areas and there are a great number of students in England at the moment training at the Centre for educational television overseas situated in London. Teaching by the use of films has added a new impetus to the new devices with Technicolor 800E Projector which costs only £50 to £55 and projects short 8mm films on a self-contained screen and requires no black out. Other advantages of this machine are that the film is loaded on to a cassette which is plugged in to the projector. The most essential need in this field is for programmes and courses devised by local people to meet needs which imported material from other parts of the world cannot do. This applies to all audio visual aids whether in television,

radio, language laboratories, films, or self-teach programmes. It is here that the institutes of education attached to local universities must play an enormously valuable part in serving as centres of research and experiment, and the local cooperative union should be of great help there. There have been innumerable conferences during the past ten years on the use of audio visual aids both at international and national level and a great number of resolutions have been passed. It is no longer a question of having to convince institutions like governments, cooperative unions, and others, that aids to teaching and training are vitally important. The great task is the translating of all that has been said into action. New channels will call for pioneering and imaginative planning and only through efficient adult and community education can the work of building new nations on the principles of Cooperation be undertaken, and in overcrowded and understaffed classrooms one way to overcome shortages is the employment of modern audio visual aids.

AUDIO VISUAL AIDS IN MALAYSIA - BACKGROUND PAPER

Mr Chong Kee Tong
Malaysia

Regional Workshop on Audio Visual Aids, Tokyo (Japan)
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May 10, 1965

AUDIO VISUAL AIDS IN MALAYSIA - BACKGROUND PAPER

submitted by: Mr Chong Kee Tong
Malaysia

1. The use of audio visual aids in the Cooperative Movement of Malaysia in

1.1 Cooperative Member Education Programme:

The use of audio visual aids in this country in general and in the cooperative movement in particular is still in its initial stages. It is realised that the use of such aids in connection with member education programme is essential in furthering the cooperative movement.

While at the moment the use of audio visual aids is confined to colour charts, the projection of slides and cinematograph films of cooperative subjects for the interest of cooperative members to add emphasis to lengthy talks, the use of other forms of aids is being explored.

The difficulties and the expense in the production of films-slides and films locally preclude the extensive use of such aids in the cooperative member education programme.

1.2 Cooperative Propaganda

Little use is being made of audio visual aids in the cooperative propaganda due to the difficulty of getting suitable film slides and film-strips for projection. The possibility of making more use of these aids is being looked into and the assistance is sought from the United States Information Services and the British Information Centre for the loan of suitable films. In the meantime the use of audio visual aids in this connection is confined to illustrated leaflets and posters.

1.3 Cooperative training of employees

The cooperative training of employees in the cooperative movement in Malaysia depends largely to lecture courses conducted by the Cooperative College, which is situated in Petaling Jaya. In this connection, colour charts are being used, in addition to occasional projection of slides and film-strips when suitable materials are made available.

1.4 Advertising of Cooperative Products

In the advertising of cooperative products, posters and illustrated leaflets are being used. These are normally designed with the assistance of the Government Information Services and printed by Art Printers locally. The Commercial Programme is also made use of for advertising of coop products in Radio Malaysia and Rediffusion, Malaya.

1.5 Publicising modern methods and techniques of farming and trade through cooperative societies.

In publicising of modern methods and techniques of farming and trade, more use is being made of recorded talks by means of tape-recorders and illustrated leaflets in colour.

Occasionally the use of film strips on such subjects is made through the assistance of the Government Information Centre.

2. The use of mediums of puppet shows, dramas or plays for cooperative propaganda. The use of such mediums is rarely put into operation, except in the rural areas. In this connection the use of local amateur musical parties and dramas staged by artistes of Radio Malaysia is quite often made, although they are generally confined to the rural areas.

3. The audio visual aids used for propaganda and education in rural areas are generally the radio, TV and film strips in addition to lectures given by the officers of the Cooperative Department. The assistance of the Government Information Centre is generally sought to render help in the organisation of such programme and the supply of technical personnel.

Although there is not much difference in the use of these aids, both the urban and rural areas, except that these aids are lesser used in the urban areas where addresses predominate in such programmes. In the urban areas, Cooperative Conferences and Seminars are organised for the propaganda and education of the Cooperative Movement in the country. Such conferences and seminars are also open to cooperative organisations in the rural areas.

SECTION : II

4. Manner in which the programme of using audio visual aids is prepared

When the occasion arises when the use of audio visual aids becomes necessary, the organisation responsible for the programme obtains the guidance and assistance from the Department of Cooperatives. Officers from this Department not only render assistance and give guidance, but also serve in the organising committees. Arrangements are then being made with the Government Information Services for the loan of personnel and machinery in the operation of audio visual aids, such as films projectors, loud speakers, radios and TV sets.

5. A. The persons responsible for the use of audio visual aids are not selected and trained by the cooperative department and cooperative organisations. Assistance is usually sought from the Government Information Services for the loan of trained personnel for the operation of any audio visual aids required.

However, occasionally officials of the Cooperative Unions or officers of the cooperative department, who have acquired the technical knowledge in the operation of these aids in operating these aids also render assistance when required.

B. Persons responsible for using the audio visual aids are generally the technical assistants of the Govt Information Services. Others are members of the teaching staff/training institutes, viz. Government Staff

Training Centre, Cooperative College and the Telecommunications Training School.

- C. The institutions where personnel is trained for the purpose.

No special institutions are available for the training of technical personnel for the use of audio visual aids. However, training of such personnel can be arranged with the Cooperative College in Petaling Jaya, the Government Staff Training Centre, and firms who are agents for distribution of such aids which are imported into this country.

- D. Although the necessity of training personnel in the use of these aids abroad is realised, no special effort is being made to send persons for such training. The loan of trained personnel from the Radio Malaysia is usually made available for the Cooperative Movement and the Govt Information Services provided the loan of projectors and other materials in addition to trained technicians to operate such aids.

It is however hoped that when more use is made of these aids, persons associated with the Cooperative Movement will be selected for training either locally or abroad.

SECTION : III

6. External agencies from which audio visual aids are obtained for work in our organisation.

In view of the limited use of the aids in our cooperative movement, the obtaining of audio visual aids is not made from any specific external agency. Most of the charts and leaflets are printed in this country, while films projectors and radio sets are obtained from the local agents of the manufacturers from abroad. Whilst this may not be very satisfactory, this is found to be more practicable and economical in view of the limited use of these aids. The local agents also supply personnel for the maintenance of these aids and guidance in the use of them. Some of these personnel of local agents are trained abroad in the factories of the manufacturers.

7. When these aids such as coloured charts, posters or illustrated leaflets are required, they are produced and printed locally and paid for by the cooperative organisation responsible for the programme. The use of other aids, such as film or slide projection, sound system or radio sets, the assistance is sought from the Govt Information Services on loan without cost.
8. Officers of the Government Information (Publicity) Services of Malaysia are invited to help through audio visual aids in the cooperative education and propaganda of the cooperative movement.

Ministers and officers of the Cooperative Department are also invited to address conferences and seminars organised for the education and propaganda of the Cooperative Movement.

SECTION : IV

9. 1. Methods used to evaluate the use and effectiveness of audio visual aids.

No special methods are used to evaluate the use and effectiveness of these aids, other than discussions in cooperative conferences or training courses conducted in the Cooperative College for the education of officials in the Cooperative Movement.

It has been agreed that in addition to addresses and talks in conferences and other programme for cooperative education, the use of these audio visual aids goes a long way in explaining certain difficult technical subjects. This is particularly so in the propaganda programme of the cooperative movement in the rural areas.

9. 2. It has been found that the use of audio visual aids in the propaganda of the Cooperative Movement in the rural areas has proved of immense benefits to the members who attended such programmes. The use of these aids helps to break the monotony of listening to long speeches, particularly on subjects which involve technical knowledge. It has been suggested that more use of these aids should be made in drawing up future programmes, but the lack of suitable materials for projection still proves to be the snag in the following up of the suggestion.

9. 3. It is proposed to look into the possibility of changes in the production of locally printed posters and leaflets. It has been found that illustrated posters and leaflets in colour attracts more attention and the illustrations help in the explanation of certain difficult technical points. Attempts are being and will be made to approach cooperative organisations abroad for such help.

The use of other aids has proved to be of immense value in the publicity of the cooperative movement and their use will be intensified when future programmes are drawn up. It is hoped that members in the movement will be sent abroad to study the production of simple audio visual aids, in order to implement more use of these aids.

10. Although most of the audio visual aids used in my organisation are imported into this country, actually they are purchased from the manufacturers' local agents. The aids referred to are the film projectors, slide projectors, camera radio sets, TV sets and recorders. These aids imported are of various models and are manufactured in various countries, viz. Great Britain, Japan, Germany and France.

11. Technical assistance for production of audio visual aids from foreign countries.

As the production of simple audio visual aids locally is very limited, and only confined in the printing of posters, charts and leaflets, technical assistance has not been obtained from foreign countries for the production of these aids. It is not intended to seek such assistance from foreign countries in this connection, until Malaysia is in a position to produce the more complicated and expensive aids such as film projectors.

12. Foreign experts do come to Malaysia to give advice in the use of certain audio visual aids and the training of personnel in the maintenance of these aids. They are usually representatives of certain made products and are generally attached to the local agents appointed by the manufacturers for the distribution of such products.

It is not known whether experts are working in Malaysia to give advice in the production of audio visual aids, but it is possible that experts do visit this country to make surveys in the possibility of starting plants for the assembling of such products.

THE PRODUCTION AND USE OF AIDS FOR TEACHING & TRAINING

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THE PRODUCTION AND USE OF AIDS FOR TEACHING AND TRAINING

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Most informed opinion now accepts that properly used visual and aural aids can make an invaluable contribution to teaching and training. Unfortunately the gap between theory and practice in the whole field of communications media is sometimes disconcertingly large. There are many who could relate either from personal experience or from the chastening accounts of others how audio-visual aids have often proved ineffective or disappointing.

There can be many reasons for this. Sometimes little thought is given to the choice of aids for particular purposes. A film (so often wrongly regarded as the answer to all communication problems) is used when a black-board diagram or a flannelgraph would be far more convincing. Again not enough thought is given to the objective of the talk or campaign. One subject and one subject only should be tackled at a time and the aids that are used should relate solely to the subject matter. Lastly, although aids may stimulate and arouse interest they are no substitute for the follow-up and consolidation which must take place whether in the training centre or in the field.

All these points and others depend for their efficient implementation on the sound training of staff in techniques of using audio-visual aids, and in countries whose financial resources are small, training in the production of one's own teaching material is particularly important.

Whether one is teaching in a training institution or doing extension work amongst adults the ability to draw, to make simple charts, produce leaflets from a duplicator or take good pictures for use in the form of filmstrips or slides, can greatly enhance the impact of the instruction or information one is giving. There are many simple techniques to help even the most inexpert draughtsman and skill in colour photography is now much easier to acquire than it used to be. Similarly, not enough use is made of drama and puppetry especially with less sophisticated audiences. These do not involve much expenditure on stage properties or costumes and the art of scripting and production at an elementary level can be quickly taught.

Training in the production of aids must be accompanied by training in their use and particularly the use of the appropriate aid at the appropriate time. A flannelgraph or magnetic board for example are ideal ways of illustrating the relationship of the individual member of a cooperative society to the society as a whole. On the other hand the film would be far more effective if one wished to show the results of the introduction of cooperative enterprises into a community. Or again, a short, well-illustrated

leaflet is often an invaluable "follow-up" aid to a talk or demonstration, especially if reinforced by posters displayed at strategic points.

How can training in use best be given? No one answer can cover the diverse facilities available in different countries. Far too frequently however, staff who are talented in the training sphere or in the design and production of aids are to be found in one Ministry such as Health or Information but little provision exists for their use by other Ministries. This is a tragic waste of skills which are so often in short supply. Countries fortunate enough to have an Audio-Visual Centre are in a more favourable position. Such centres may serve the needs of a wide range of Ministries by running courses to suit the special needs of each. If neither of these opportunities is available the services of personnel skilled in communication-media may sometimes be obtained from the staffs of schools, training colleges or universities to assist in short courses which selected officers can attend.

Training at such courses should also cover ways of enlisting the aids of mass media such as the press, radio and TV. All these provide powerful means of reaching large numbers of people if material is presented in a vivid and arresting way. Obviously, however, ways of doing this require the help and advice of people skilled in the use of these media.

When training has been completed and the aids are put into practical use frequent evaluation of one's efforts is required, preferably by objective observers. Success may show itself in a variety of ways, depending on the kind of work one is doing. Conversely, failure may be due not so much to the aids as to weaknesses of personnel or organisation. Nevertheless when results are disappointing it is possible that the aids may be at fault. Was the presentation of the subject matter too complicated or were the illustrations too remote from the experience of the audience? Might other aids have been more suitably employed? A careful analysis of the answers to questions such as these and a willingness to learn from one's mistakes will lead in many cases to the happy position where the gap between theory and practice in the use of aids is successfully closed.

THE PRODUCTION AND USE OF THE AUDIO VISUAL AIDS FOR THE
COOPERATIVE EDUCATION & TRAINING IN THAILAND

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EDUCATION AND TRAINING IN THAILAND

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Introduction

This paper is written as background information on the production and use of the audio visual aids in the cooperative education and training in Thailand. It attempts to outline the present condition of the cooperative education and training with the use of the audio visual aids as an important method of teaching and training the cooperative members in the country.

It should be noted here that the method of using the audio visual aid in teaching and training cooperative members is still new and in the experimental stage. Nevertheless, it has been found that this method of teaching and training has been successfully used and it has been accepted to be an efficient means for the development of the cooperative training project.

In 1961 the Mobile Training Units were set up with the purpose of training and education the cooperative members in the rural areas. Modern audio visual aids are being used in the mobile units. In the same year the Cooperative Training Centre was founded in Bangkok with aiming at giving pre-service as well as in-service training for the Cooperative officials at all levels. The construction of the Centre was completed in 1963 and the rooms are equipped with the modern audio visual facilities. The Training Centre is one of the finest training institutes in the country.

The Cooperative Education and Training Project in Thailand

The Ministry of National Development, through the three Departments in charge of cooperative works, is promoting the cooperative movement in the country according to a six-year programme for cooperative development provided in the National Economic Development Plan, put into operation since January 1, 1961. The programme, in principle, consists of cooperative education, improving and expanding the cooperative societies.

It has been accepted generally that in developing a cooperative work in Thailand, when compared with a western standard, is relatively a much more difficult task, owing to different levels of economic conditions, standards of living and education of the people. It is necessary that in developing countries like Thailand, for example, the government has to take the initiative and action in introducing to them all necessary steps in organising, provide necessary initial capital, supervising as well as auditing the cooperatives. Joining

cooperative societies, some people have no real economic needs as the basis for mutual helps and self-helps according to cooperative principles. They join the societies in the hope of getting aids from the government only to relieve themselves of certain immediate difficulties, and the "Cooperative Spirit" is hardly generated. These members, in fact, are not to blame for such lacking of the spirit, because level of education in the rural areas is still low. The cooperative idea amongst the vast majority of farmers is still new to them. Moreover peasantry is well known of being conservative.

Recognising the above mentioned fact, and in order to relieve the burdens of sponsoring entirely the cooperative movement as well as instilling the spirit of mutual help and self-help, so that the cooperative movement in the country will be able to stand firmly on its own, the Ministry of National Development is emphasizing on cooperative education and training as a continuous project in the National Economic Development Plan. In building up a cooperative work, we deal with human elements so that it is harder than building a material thing. Previous experiences have taught us to be more careful and better prepared for a development of the cooperative work. The "Cooperative Education and Training project" has been drawn up to develop human resources for the further development. The project aims directly at training and educating the officials of the Ministry of different levels such as provincial and district cooperative supervisors, inspectors, auditors, etc., in cooperative subjects and other related subjects, so that they, in turn, will be in a better position to perform their duties and to train and educate members, committee men and managers of cooperative societies.

The implementation of the cooperative education and training, which is under the responsibility of cooperative Techniques and Promotion Division, is consisted of three major segments of training. The first one is to use the Training Centre which has been established in Bangkok to serve as a training institute. The major purpose of the Centre is to provide teaching staff and facilities for continuing education in cooperative philosophy, principles, management and others related subjects. The other segment of the programme is the use of nine mobile training units, which are maintained by the Training Centre, to carry cooperative information and to promote the spirit of mutual self-help to cooperative members, committee men and other farmers in the rural areas. Also in addition to these two parts of the programme, the provincial and district cooperative officers arrange training sessions in the practical operation of cooperative societies for members, committee men and managers of cooperatives in the areas of their supervision.

Audio Visual Aids Used for the Coop Education & Training

The major part of the Cooperative Education and Training Project has been carried out by the Training Centre which is located at Bangkok. Several training courses have been conducted at the Centre. The Centre also maintains nine mobile training units which are being sent to the rural areas to educate and to train cooperative members as well as to spread a cooperative propaganda to the potential cooperative members in the rural areas. A Training Mobile Unit is equipped with some audio visual aids, i.e., a loud-speaker, movies projector, slides, posters, an electric generator, films on cooperative subject and related. Among the five crews of a training mobile

unit, there is one audio visual aids officer responsible for the equipments. This officer had been trained from the technical school and was employed by the Ministry as fourth grade cooperative officer attached to the mobile training units.

The mobile training unit holds two day training meeting for cooperative members in the rural areas. The curriculum consists of cooperative subjects, improved farming techniques, livestock and poultry raising and other useful topics for farming occupations. Slides, posters are shown to the meeting which are considered to be of main interest to the audience. The training officers who conduct their talks through a microphone have also used flannel boards to illustrate the subjects they are dealing with. This type of teaching methods has been proved successful to attract the attention of the cooperative members.

On the second day of the two day training meeting, the movies are shown to the villagers at night. Those movies are on the cooperative stories which some of them are produced by our Division of Cooperative Techniques and Promotion. Others are being borrowed from foreign information organisations. The titles of the films are carefully selected in order to be of benefit and entertainment to the people in the rural areas who come to see them. Some of the movies are on improved farming techniques and occupations. The movies are the main interest and being important to the cooperative education and training in the rural areas, it is our strong intention to have more production of the films to be used for this training purpose.

In training the cooperative officials and employee, short courses and seminars have been regularly conducted each year at the Training Centre. Several types of audio visual aids have been used in the training sessions. The meeting hall which can accommodate about 200 persons is installed with six loudspeakers. The overhead projector is used by the lecturer instead of the blackboard. During the class room lecture, slides are shown on that subject and sometime the movies are being shown to the participants. The Centre also distributes leaflets and booklets to the participants on the subjects of cooperatives and agriculture. The use of flannelboards to illustrate the subject has been proved fruitful to interest those who came to attend the course.

The Division of Cooperative Techniques and Promotion has issued monthly cooperative newsletters and tri-monthly cooperative journals. They are distributed to the cooperative societies throughout the Kingdom. The Division also distributes pamphlets on farming occupations to the cooperatives in the rural areas.

With the Cooperation of the Ministry of Education, the Ministry of National Development has included in the curriculum of the elementary education a subject on the simple story of cooperatives. Couple of handbooks on principles are being used by the school children in the elementary schools. The handbooks include illustrations and pictures on cooperative stories. A number of posters on cooperative propaganda have also been distributed to schools for displays to the pupils as well.

The Manner in which the programme of Audio Visual Aids is prepared and used

The programmes for educating and training cooperative members are jointly prepared by the Division of Cooperative Techniques and Promotion and Changwad (Town) Cooperative Offices. The programme includes the place for holding the training meeting, the audio visual aids to be used in the programme, the number of cooperative members to be educated and etc. Each mobile training unit is allocated with equal amount of audio visual aids and equipments. They are, for example, one or two loudspeakers, three microphones, one movies projector, one slide project and screen, one electrical generator which can be fixed in the car and several films on cooperatives and other subjects. The Division always holds a seminar for the crews of the training mobile units about the use and maintenance of these audio visual aids equipment.

The persons who are responsible for using of the audio visual aids were recruited from the technical schools at Bangkok. Most of them hold diploma in technical and mechanical works which range from three to five years training after they finished the secondary schools. The newly recruited audio visual aids officers, as we call them, will be put on a probation for a period of six months in the training mobile units and then being appointed as fourth grade cooperative officers responsible for the use and maintenance of the audio visual aids of the training mobile units and of the Training Centre.

There are several schools in Bangkok which offer three years and five years courses in machanic and technical works, besides the two universities which offer degree courses in engineering. Most of our officers who are responsible for the use and maintenance of the equipments are graduated from the Bangkok Technical School. The Institute responsible for the production of audio visual aids, at present, is the Division of Cooperative Techniques and Promotion, office of the Under-Secretary, Ministry of National Development.

Up till now, there is no one being sent abroad for training in the field of audio visual aids use and production from our Division.

The Sources from which the Audio Visual Aids are obtained

The US Agency for International Development (US/AID) is the main source from which we obtain the audio visual aids to be used in our office. These audio visual aids equipments have been given to us free of cost, including some vehicles for supervision and survey of cooperative work in the provinces. Technical assistance received so far from the US Government has been most essential. It is based on annual basis and large quantity of audio visual aids and other equipments have been received each year from AID. It included movies projectors, overhead projectors, films, electrical equipments, tape recorders, and flip charts.

The US Operation Mission in Thailand was once organising three months course on the use and methods of production of audio visual aids. The course was very useful and some of the officers in our office had attended the course.

We sometime arranged a programme of the cooperative subject on the TV. The cooperative officers appeared on the TV and being interviewed on the subjects of cooperation. In some occasions, such as anniversary, ceremonies and other important functions, the cooperative stores were broadcast. On the opening of the training sessions for cooperative officials, the occasion was televised and broadcasted.

The Effectiveness of Audio Visual Aids Used for the Cooperative Training

It has been found here that the use of audio visual aids for cooperative education and training has been very useful and of the interests to the participating members. It is true that people are more impressed of what they have seen than what they have heard.

After the conclusion of the training session, the trainees were requested to answer the questionnaire some parts of which dealt with the use of audio visual aids. The problems being asked were whether the trainees benefitted or interested in the audio visual aids used in such training programme. The results showed that almost all of them were very interested in this method and understood the subjects much more than before.

The programme of using the audio visual aids has been reviewed and being improved each time after the operation. This is done in accordance with the results of the evaluation of the training programme.

The Ministry imported some of the audio visual aids from the United States and Japan. At the present, the Division has not had any foreign expert giving advice on the production use of audio visual aids. The technical assistance in this field has not been received so far. Only some equipments were given at free cost by the US Government through its organisation stationed in Thailand.

OUTLINE OF COOPERATIVE ORGANISATION IN MALAYSIA

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Kuala Lumpur.

Regional Workshop on Audio Visual Aids, Tokyo (Japan)
June 1 - 14, 1965

organised in collaboration with
The Institute for the Development of Agricultural Cooperation
in Asia (IDACA) - Tokyo

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May 13, 1965

OUTLINE OF THE COOPERATIVE ORGANISATION IN MALAYSIA

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The Cooperative organisation was introduced in Malaya in the year 1922 by the Government of the then four federated Malay States. The Commissioner for Cooperative Development who was also the Registrar of Cooperative Societies appointed under the Cooperative Societies Enactment had to recruit and train Cooperative Officers departmentally and made available suitable model bylaws for registration by each type of society.

The immediate object was to assist government servants to free themselves from the grip of moneylenders. Hence the Movement started with the Reiffeissen type of societies. The very effective and satisfactory result achieved caused the movement to spread to estates and plantations and eventually to the rural villages. The progress was slow in the initial stage, but became very rapid after the second world war.

The societies were dormant during the Japanese occupation period and were reorganised from the year 1947 when the Government of the Malayan Union took over from the British Military Administration. In the meantime the Movement had been expanded covering all the eleven states in the Malayan Union. The extension of the area caused an alarming need for more trained officers.

In spite of the frequent changes of government from the year 1922 up to the year 1957 when Malaya declared its Independence and finally followed by the formation of Malaysia in 1963 (five changes), the cooperative organisation had been accepted by all the governments as an important instrument for overcoming the economic, social and educational problems of the people and was given an important role in the government development programme.

The extract from the main statistical data attached show the number and financial aspect of the societies at the end of the year 1957 and 1963 as follows:

Year	No.of societies	No.of members	Statutory reserve Fund	Working Capital
1957	2,243	367,658	\$ 2,700,089	\$ 74,951,351
1963	2,948	410,774	\$ 5,347,250	\$166,843,936

The societies were of 49 different types and grouped into three major sectors known as urban, places of employment, and rural. It has become the common course for similar type of primary societies in both urban and rural areas uniting together forming the regional union.

Thus in the urban sector, there were eight thrift and credit unions, the cooperative central bank, the federation of cooperative housing societies and the Malayan cooperative wholesale society limited. The unions in their turn united together forming the apex organisation for the urban sector known as the Urban Cooperative Bank of Malaya which is a member of the International Cooperative

Alliance. The main function of the Union is to coordinate the policies and activities of member unions and primary societies and assist them in promoting cooperative education.

In the rural sector, the rural credit societies united together forming 21 rural banking unions. There were also other unions known as the cooperative rice milling union, the cooperative pineapple union, the cooperative coffee processing and marketing union, the cooperative poultry breeding and egg marketing union and the fishermen cooperative credit and marketing union. These unions united together forming the apex organisation for the rural sector known as the Rural Apex Bank and commonly called "Apex Bank".

The apex bank has three main functions, viz., to coordinate policies and activities of member unions and primary societies, to assist the unions and societies in promoting cooperative education, and to receive and administer loans from the government treasury to cooperative societies for financing approved cooperative schemes. The types of loans from the government handled by the apex bank from the year 1955 up to the end of 1963 were as follows:-

<u>Type of loan</u>	<u>Loan Received</u>	<u>Loan Refunded</u>	<u>Balance</u>
Seasonal	\$ 19,550,000	\$ 17,377,000	\$ 2,173,000
Paddy marketing revolving capital	12,700,000	11,860,000	840,000
Fishing aid scheme	1,250,000	1,250,000	-
Establishment of ice factory	100,000	100,000	-
Purchase of fertilizer	1,200,000	500,000	700,000
Rubber marketing revolving capital	119,000	20,000	99,000
Pineapple marketing revolving capital	11,000	7,247	3,753
Land farming loan	350,000	-	350,000
Total	<u>35,270,000</u>	<u>31,114,247</u>	<u>4,165,753</u>

Direct loans to certain cooperative societies and unions were also granted. Details can be found in annexure "A".

The Canadian Government has generously given technical and material assistance to the East Coast Fishermen Cooperative Marketing and Transport Union under the Colombo Plan Technical Assistance Scheme by establishing eight cold rooms two refrigerated boats, one lorry and two insulated vans at a cost of \$ 1,000,000 of which \$ 200,000 was a grant from the government of Malaysia.

The Malayan Pineapple Industries Board has put up a Pineapple Canning Factory at a cost of about \$5,000,000 for processing and marketing pineapple produced by members of cooperative societies. The factory will eventually be bought over by the societies.

The Cooperative Union of Malaya and the apex bank have been playing the part of liaison organisation for cooperative societies in their respective sector with the Department of Cooperative Development which represents the Government.

Urban Societies

The urban societies comprised of thrift and loan, housing, thrift and investment, transport and taxi, insurance and consumer societies. The thrift and loan societies were self-run and self-supporting in so far as administration and finance were concerned.

Cooperative Housing Societies: The cooperative housing societies have been getting loans from the cooperative central bank of Malaya, the cooperative insurance societies and thrift and loan societies. The construction of 1,200 houses of various classes valued at \$13,500,000 has since been completed. The government is giving a strong backing to the housing societies so as to enable the people to own houses for themselves. The Federation of Cooperative Housing societies rendered technical advice to members.

Cooperative Transport and Taxi Societies: The government has given the emphasis on the role of the cooperative transport societies particularly in the Federal Rural Land Development Scheme, for providing taxi, public, transport and lorry services. A Union of this type of societies is being formed. The transport society has to play an important role in the cooperative marketing scheme for rural produce.

Malayan Cooperative Insurance Society: The Malayan Cooperative Insurance Society has made satisfactory progress, providing life assurance policies including group life policies for members of cooperative societies and fire insurance, especially with cooperative housing societies. The value of policies at the end of 1963 was \$ 64,896,772. A total sum of \$ 1,500,000 mortgage loans were granted to cooperative housing societies.

Malayan Cooperative Wholesale Society Limited: Soon after the second world war, the Government encouraged and assisted the formation of cooperative consumer societies commonly known as cooperative shops and store. The object was to ensure fair distribution of essential commodities at controlled price by government and also to stop the commodities from going into the hand of communist bandits. Hence the Malayan Cooperative Wholesale Society was registered in the year 1949.

However, there was a set back when the war against the communists was over in 1960. The Malayan Cooperative Wholesale Society together with the cooperative shops and stores suffered from private war and heavy competition by private business enterprisers in the field of free business enterprise. Some shop and stores had to close business, while some others had to readjust themselves.

The government has given the Malayan cooperative wholesale society another important role in the 2nd five year rural development Plan 1960-1964 by making the Society to supply essential commodities to the settlers in the federal rural land development schemes by operating retail shops and also to undertake the marketing of agricultural produce in the area. At the present time the Malayan Cooperative Wholesale Society has established 23 retail shop involving 4,500 families. It is expected to go into another 13 schemes by the end of the year 1964.

Societies in Places of Employment

There were 225 credit societies with 24,246 members, \$5,081,190 share subscription and \$ 26,584 deposit. The societies granted loan up to a maximum of 80 per cent of the members' share subscription in the society. In the year 1963 a total loan of \$ 1,473,804 was granted. Similar to the urban societies, they were self-run and self-supporting.

Rural Societies

Rural credit societies: The 1,574 rural credit societies together with 341 rice milling and marketing societies in the country played the major part in assisting the farmers to free themselves from the exploitation by local money lenders who were also the local shop keepers. The moneylenders advanced the money under a system known as "Paddy Kuncha System" on the promise for payment by handing over the crop at a predetermined quantity at harvest which amounted to 160 per cent of the original loan. The government scheme of assistance was known as "Paddy Kuncha Subvention" under which the farmers were granted loan for various purposes through the apex bank.

Rice Milling and Paddy Marketing: In an endeavour to make paddy planting as a stable means of livelihood and employment and also as a measure to stop migration of youths from the rural to urban areas, the formation of cooperative rice milling societies was encouraged soon after the war. Numerous small size rice mills were established for milling rice for home consumption. The marketing of the surplus paddy was undertaken by the rice milling societies and unions. This led to the fixing of the minimum purchase price of paddy by government from below \$8 per pikul after the scheme was introduced in 1955. The government undertook to buy the rice from the big size rice mills for government stockpile. The schemes have given encouragement and incentive to the farmers to plant more paddy and accepted the paddy double cropping scheme introduced by the government.

Three rice milling unions possessed one big size rice mill each, and the fourth one, the biggest in the country, with automatic weighing machine and automatic bag-sewing apparatus will be put into operation early in 1965. The rice mills and the paddy marketing scheme provided employment to about 1000 members.

Processing and marketing societies: The experience and advantages gained from the cooperative rice mills and paddy marketing societies encouraged the formation of other types of societies and unions among the farmers who were active in other crops such as coffee, pineapple, poultry, cattle and coconut timber workers, brassware and silversmiths, weavers and fishermen. The main object was to process and produce and organise the marketing. Generally they were found quite successful.

Education and Publicity

The Cooperative College of Malaya (situated at Petaling Jaya, Kuala Lumpur). The need for a cooperative college was realised before the 2nd World War. It was part of the duty of the Commissioner for Cooperative Development who was also the Registrar of Cooperative Societies to recruit and train the cooperative officers departmentally, and to prepare the standard model byelaws of various types of societies. The college was established in 1952 as a joint venture between the cooperative movement and the

government with the ultimate aim that the movement would run and administer it independently. It was supervised and run by a joint advisory council with the Commissioner as Chairman. The budget as approved by the council would be sanctioned by the Federal Treasury. All field officers of the cooperative department were trained at the cooperative college from the year 1956.

Financial assistance of \$162,857 was obtained from the British Colonial Development Fund under phase one for the building, furniture and fittings, which could accommodate 60 residential trainees. The second phase for extension was completed in 1963 with government grant of \$235,560 and thus increased the intake to 100 trainees. The Cooperative Societies Ordinance Modification Order of 1954 made provision for Cooperative Societies to contribute annually 2% of the annual net profit to the College. The contribution by cooperative societies from the year 1954 upto the end of 1963 was \$ 346,907 and the subsidy by government from the year 1958 upto 1963 was \$ 271,140. A total number of 2,640 trainees have attended various courses. The financial position of the college did not permit it to engage qualified teachers for specialised subject. Hence no specialised course was organised. The apex bank has contributed \$45,914 for training expenses of members at the college under the cooperative apex bank scholarship scheme. It has also spent \$3,500 on pamphlets and leaflets distributed to members.

The Department of Cooperative Development was also responsible for organising cooperative courses and giving publicity on the movement by issuing cooperative newsletter, leaflets and pamphlets in the national language as well as in English. The recent publication covered the cooperative newsletter in Romanised Malay, what thrift means, cooperative principles, guide to cooperative principles, rural cooperative credit society, cooperative and the people and what cooperative members must know. The Department has provided a vote for promoting education. A sum of \$ 40,000 each year was allocated for the year 1960 and 1961, \$52,000 for the year 1962, and \$50,000 each year for the year 1963 and 1964. Officers of the cooperative department have been giving lectures at civic courses, secondary schools and training institutes of government departments. All these functions are being carried out by the Education and Publicity Section of the Department whose main functions are:

- a. To organise cooperative education activities and for this purpose:
 - i. to formulate coop educational programmes
 - ii. to arrange for the training of education personnel and group leaders, and
 - iii. to produce education materials and organise courses, seminars and conferences for cooperators of affiliated societies.
- b. To carry out propoganda and publicity activities and bring out coop bulletins and other publicity materials.
- c. To maintain liaison with public bodies and important social institutions, such as youth organisations, women's institutes farmers' organisations etc.

The above functions should, no doubt, be the responsibilities of the ~~ent~~ itself but to-date it has not grown strong enough to undertake all itself.

In serving the guiding the cooperatives in the field of cooperative education the Division adopts the following media:

1. Mass Meetings - This is chiefly employed as a means of reaching the people in large numbers. At these meetings field officers float the idea of cooperative organisations and the community organised. Usually decisions to form cooperative societies follow and the field officers thereafter carry out a programme of instructions to the founder-members on the organisational aspects of cooperatives.
2. The study circle - This media has just been recently introduced as a means of promoting post cooperative education as well as to start new societies.

Where societies have already been established, study circles are organised among the members to help them understand the problem of their organisations and how they could help solve them. These forums are also useful in formulating the future plans of cooperatives.

In new areas this media is used as an effective means of instruction of the members in the principles, methods, problems and possibilities of cooperative organisations.

In the conduct of these study circles selected study circle leaders receive a two week training course conducted by the Division. The Division also prepares study papers for discussion.

3. Short courses - These are courses conducted in the field for the benefit of officials and leaders of cooperatives. The duration of these courses ranges from one to four days in which the participants "refresh" themselves of their earlier studies, re-examine their problems and raise sights to new possibilities of cooperative development.

The need for a national centre to train and to educate leaders in cooperation led to the establishment of the cooperative college of Malaya. The college was built with the financial assistance of the Colonial Development and Welfare Fund and was officially opened in November 1956. Thereafter further extension to the college was made out of funds provided by the government.

The types of courses given at the Cooperative College are as follows:

- a. Courses for cooperative officers: These are courses given to newly recruited field officers of the Department. Before each course, these officers are given 3 months' field training in practical work and thereafter a theoretical training at the college for a period of 6 months. The course is designed to equip the students with an intimate knowledge of the principles and practice of cooperation to enable them to accept responsibilities in the formation and supervision of cooperative societies, in the training of cooperators and in guiding and advising officials of cooperative societies.

Allied subjects on agriculture, health, nutrition, animal husbandry etc. are also incorporated in the course to enable them to take an intelligent interest in the problems of the rural areas.

- b. Courses for cooperative inspectors - These courses are given to newly recruited cooperative inspectors who assist the cooperative officers in the discharge of their duties. The course is on the same line as that drawn for cooperative officers only that the subjects are more simplified and not as extensive, a six months training at the college is followed by four months of field training and thereafter attend another two months training at the cooperative college.
- c. Courses for rural cooperative leaders - These are courses designed for the training of cooperative leaders. These persons are selected by their apex organisations and chosen from those who show keenness for cooperative education. The course consists of a general study of the principles of cooperation, bylaws relating to rural societies and accounting.
- d. Courses for Prominent Rural Leaders - These courses are on the same lines as that prescribed for rural cooperative leaders with the exception that the candidates are selected from among those nominated by their respective state governments. These people are generally chosen from members of Parliament, State Assemblymen, religious leaders and village heads.
- e. Courses for employees of consumers societies - These courses cover a period of two months and are designed not only to give them a knowledge on how to run consumer societies and of their legal obligations but also to acquaint them with present day problems of the consumer movement. Salesmanship, window display and arrangement and accounting are taught at these courses.
- f. Courses for cooperative auditors - These are courses for auditors of the Division and the honorary auditors of cooperative societies. They are for a period of two months each. Candidates are given instructions on the principles of audit, cooperative law and of their responsibilities as auditors.
- g. Refresher courses for cooperative officers - Each of these courses cover a period of two months and intended for serving officers of the Division. The courses afford officers an opportunity to refresh their minds on cooperative matters by study and research at the college.
- h. Courses for officers of other government departments - These are short courses lasting from one to three weeks and organised for officers in departments that come in frequent contact with the rural population particularly the agriculturists. They are intended to give them an idea of the principle and practice of cooperation and the working of cooperative societies with a view to enabling them to be of assistance to the cooperative movement.

work themselves through the guidance and assistance of the education section of the Division. This matter has to a degree been tried with success by some societies.

In the promotion of cooperative education the aids used are varied. They take the form of:

- a. Pamphlets - Various forms of pamphlets have been published by the education section of the Division and many thousands have been distributed.
- b. Newsletter - These are in the form of cooperative bulletins and are distributed to all the agricultural societies. They are issued monthly and are distributed free of charges.
- c. Educational films - These films portray the various aspects of cooperative projects and films on other subjects of community interest are regularly shown throughout the country. A mobile cinema unit complete with a 16 mm film projector and a public address system is used for this purpose.

The use of coloured film-slides are being tried to illustrate successful local cooperative projects.

- d. Radio - Talks on cooperative subjects are regularly broadcast over the rural network of Radio Malaysia to stimulate rural interest in cooperatives.

Technical Assistance

The cooperative organisation in Malaysia has acknowledged the benefit derived from experts of the FAO and ILO of the United Nations through the Colombo Plan Technical Assistance Scheme. The experts provided to Malaysia have been indicated in Annexure "B".

Seminar and Courses

A number of officers of the Cooperative Development Department and representatives of the cooperative societies in Malaysia had attended courses and seminars abroad. A statement to this effect is appended hereto as appendix "C".

The Cooperative Development Department had organised seminars and courses locally at Kuala Lumpur as follows:

1. Cooperative Insurance Seminar
2. Training on Cooperatives
3. Conference on Agricultural Marketing

Cooperative National Liaison Committee: As stated earlier the Cooperative Movement in Malaysia has expanded in two parallel sectors namely the urban and the rural sectors. The cooperators generally have realised the need and the

importance of bringing the two sectors closer together so as to bring a very close and effective link and coordination between them. In order to achieve this objective a liaison committee known as the Cooperative National Liaison Committee comprising of the representatives of the urban and the rural cooperators was established in 1962.

The cooperative organisation in Malaysia is still in its infancy stage, and therefore has yet to learn while at the same time to venture into new fields of cooperative activities.

Annexure - ADirect loans to certain cooperative societies and unions in Malaysia

<u>Type</u>	<u>Amount</u>	<u>Source</u>
Revolving capital to Malayan Coop Wholesale Society Ltd	\$ 500,000	Federal Treasury
Purchase of big rice mill	500,000	-do-
Establishment of car/bus servicing station	300,000	-do-
Purchasing fishing gears	200,000	-do-
Pineapple planting	12,000	Malayan Pineapple Industries Board
Land Farming	1,500,000	Police Thrift and Loan Society
Purchase of bus & taxi	30,000	Rural and Industrial Develop- ment Authority
House Building	2,000,000	Cooperative Insurance and Cooperative Central Bank
Cold Room, Insulated Lorry and refrigerated boat and lorry	800,000	Canadian Government

Annexure - BTechnical Experts assigned to Malaysia

<u>Year</u>	<u>Name</u>	<u>Organisation</u>
1956	Mr C.E. Lansdell	ILO Expert on Coop Mktg and Wholesale
1960	Mr M.T.Zwankhuizen	FAO Expert on Animals and Mktg by-products
1960	Mr J.A. Kaiser	ILO Banking in rural and urban sectors
1961	Dr Sedky, Ph.D	FAO Consultant, Food Technology
1963	Professor Louis Berube	FAO Consultant (Fish Marketing Automatic Convertible Corporation in Malaysia)
1963	Mr A.A.C.Huysmans	FAO Experts (Rice processing advisor)
1963	Dr L. I. Yerborough	FAO Specialist in Intermediate Agricultural Education - Rome
1963	Mr A. Dural	Actuary Cooperative Insurance Society Manchester
1964	Mr H.C. Higgs	FAO expert on Mktg of Rural products

Annexure - CSeminars and Conferences : Participation by Malaysia

<u>Place</u>	<u>Type of Courses</u>
1. Canada	Social Leadership (Cooperative) St.Xavier University
2. Canada	Training on Cooperation and Cooperative Education
3. Loughborough	Study Course for Overseas Cooperative Staff
4. Japan	Training on Agriculture and Cooperatives
5. Sweden	Seminar at Swedish Centre
6. Denmark	Seminar on Cooperatives
7. Japan	Colombo Plan Training Courses
8. Germany	Study Tour
9. Pakistan	International Cooperative Alliance Seminar on Fishery Cooperatives
10. Israel	Seminar on Cooperation.