

of the Asian Regional Seminar

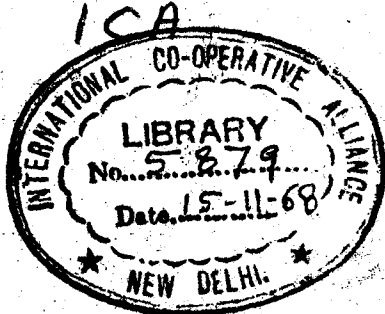
on

"YOUTH AND COOPERATION"

Kuala Lumpur, Malaysia

January 11-22, 1964

334:053.7(5)(063)



-o Organised Jointly By the o-

INTERNATIONAL COOPERATIVE ALLIANCE
11 Upper Grosvenor Street
London W.1.
(England)

WORLD ASSEMBLY OF YOUTH (WAY)
66 Rue Saint-Bernard
Brussels.6
(Belgium)

Regional Office & Education Centre
6 Canning Road, New Delhi.1 (India)

youth has a strong wish to ensure security for his future whether in employment
 or as a student. This struggle to obtain the security is sometimes misunderstood
 and is considered as the main reason for his apathy in social and political life.

International Cooperative Alliance
Regional Office & Education Centre for South-East Asia
6 Ganning Road, Post Box 639
New Delhi.1 (India)

ASIAN REGIONAL SEMINAR ON YOUTH AND COOPERATION

Kuala Lumpur (Malaysia)

January 11-22, 1964

R E P O R T

Section I

Introduction

The International Cooperative Alliance and the World Assembly of Youth jointly organised in January 1964 a Seminar on Youth and Cooperation in collaboration with the Cooperative Union of Malaya Limited and the Malayan Youth Council. The Seminar, which was held at the Cooperative College of Malaya, Petaling Jaya, Kuala Lumpur, was inaugurated by the Hon'ble Minister for Agriculture and Cooperatives, Tuan Mohammed Khir Johari. The delegates attending the inaugural function were also addressed by the Hon'ble Minister for Transport and President of the Malayan Youth Council, Dato Haji Sardon bin Haji Jubir. Mr Jo Siow, Vice President of the World Assembly of Youth, and Mr Marian Radetzki, Director, International Cooperative Alliance Education Centre for South-East Asia, also addressed the gathering. Hon'ble Dato Sambanthan, Minister of Works, Posts and Telecommunications addressed the delegates attending the Seminar during one of the working sessions. The valedictory address was given by the Hon'ble Minister for Transport, Dato Haji Sardon bin Haji Jubir.

Delegates were invited both by the International Cooperative Alliance and the WAY. Ten delegates and a number of observers participated on behalf of the Cooperative Movements and more than 25 delegates attended on behalf of the youth organisations from Asian countries. The countries represented in the Seminar were, Australia, Ceylon, Fiji, India, Israel, Japan, Lebanon, Malaysia, Pakistan, Thailand and Vietnam. An observer of the International Confederation of Free Trade Unions also attended. Two representatives of the ICA and two from the WAY participated in the Seminar.

International Cooperative Alliance

The International Cooperative Alliance is a world confederation of Cooperative Movements from all over the world. It has more than 130 members from 54 countries. The development of the Cooperative Movement in all parts of the world in accordance with the principles of Cooperation is the main aim behind the activities of the ICA. For achieving these objectives the ICA through its headquarters in London and also through its Regional Office and Education Centre for South-East Asia in New Delhi organises International

Cooperative Congresses, Conferences on specialised subjects and also Regional Seminars and Conferences on subjects of importance to the development of the Cooperative Movement. So far the ICA has organised several international seminars in South-East Asia and has covered a variety of subjects which have direct bearing on the development of the Cooperative Movement in South-East Asian countries. Seminars on subjects such as Cooperative Credit, Cooperative Marketing, Cooperative Farming, Consumers Cooperation, Cooperative Press and Publicity and Cooperative Education have so far been organised. Participants from most of the countries of South-East Asia have attended and exchanged their experiences in these seminars.

Besides organising seminars and conferences on subjects covering various fields of cooperative activity, the ICA has also endeavoured to enlist the support of other international organisations for sponsoring joint activities aimed at extending the area of influence of the Cooperative Movement.

World Assembly of Youth

The World Assembly of Youth, founded in 1949 is a coordinating body for national youth councils. Its services, based on the Universal Declaration of Human Rights of the United Nations, are extended to youth of all the five continents and include seminars, conferences, good-will delegations, technical assistance programmes and action in the field of human rights. Youth from representative organisations in 100 countries were present for the last WAY General Assembly held in Aarhus in July 1962.

The WAY has assumed a unique role of providing a forum where youth organisations of all democratic tendencies ranging from religious youth organisations to service groups, students unions, youth workers organisations, rural youth groups, and political youth organisations can come together and actively participate in activities aimed at promoting common interests. It is a principle of WAY that each of its member-committees must include all of the main democratic tendencies among a nation's youth organisations. In WAY National Committees can be found groups ranging from the YMCA to the YMMA, Boy Scouts, Girl Guides, the national unions of students, youth of different political parties, young workers groups, rural youth etc. Although there are many international youth organisations in the world it is uniquely through WAY that the free and active association of different youth tendencies takes place.

The WAY programme reflects the diversity of its constituency. Regional young workers seminars have been held in India, Peru and Switzerland and a World Young Workers Conference was held in Morocco in April 1962. Three world rural conferences have been organised by WAY, the latest in the Netherlands in July 1962. WAY has organised general regional seminars on problems of special interest to the youth of the region involved in Vietnam, Japan, India, Australia, Tanganyika, Tunisia, Dahomey, Costa Rica, Cuba, Trinidad, Denmark, Belgium, Scotland and Switzerland. The Cooperative seminar in Kuala Lumpur is an example of this kind of regional event. WAY has also cooperated with national youth organisations in the organisation of national seminars, eight of these events taking place in 1963 alone in India, Japan, Gambia, the Congo (for Angolan Youth) Botswana, Somalia, Nicaragua and Panama respectively. WAY has also an extensive publications programme, including two regular periodicals, the WAY Forum and the WAY Review, which help to keep youth organisations in different parts of the world informed on what is going on in youth circles elsewhere. Of special interest

have been WAY's special publications on human rights situations, including the ones on Angola, South Africa and Algeria.

The Secretariat of WAY, responsible for implementing the youth programmes decided upon by WAY General Assemblies (which meet every two years), is located in Brussels.

The organisation of the seminar on Youth and Cooperation sponsored jointly by the two world organisations was of mutual advantage to both the organisations. The Cooperative Movement is interested in enlisting the support of the Youth with a view not only to extend the area of influence of the Movement but also to ensure a succession of able leaders to run the cooperative organisations. The youth movement is anxious to provide training and guidance to youth so as to utilise the knowledge and the talents of the youth to the best advantage of their community. These common aims brought the ICA and the WAY together for sponsoring this seminar.

Section II

Cooperation and Its Role in the Socio-Economic Development - Origins of Cooperation

The origin of the Cooperative Movement could be traced back to the early part of the 19th century when the ill-effects of the industrial revolution were felt severely by the working classes and the farmers. The fast rate of industrialization gradually disrupted the self-sufficient village economy. A continuous migration from villages to the industrial areas depopulated the agricultural areas. In the industrial centres factory-owners, traders and money-lenders exploited the industrial workers who had migrated to the cities. As all persons who migrated to the cities could not find work unemployment became a common feature of the economy.

The effects of Industrial Revolution were very serious in England. The Chartist Movement, in the second quarter of the 19th century tried in several ways to bring about social reforms through legislation but could not succeed. Individual efforts, therefore, were also made for changing the situation. Among the foremost in the group of early reformers was Robert Owen who through his writings and experiments in community living tried to improve the conditions of people. Robert Owen himself a manufacturer believed that the character of an individual was the result of his environments and if proper conditions were created around a person he would automatically improve his character. People were the victims of their circumstances and it was necessary to provide better conditions of living for improving their character. Owen experimented with his ideas of establishing cooperative villages by starting workers' colonies where the process of production and distribution was to be on a non-profit basis. He also established the Union Shops which sold articles at cost prices. These experiments could not succeed as the approach adopted by Robert Owen in his work was that he did not believe in the ability of the common people to help themselves. He maintained that only persons like himself who worked for the good of the people could help them. His experiment of consumer stores was further developed by Dr W. King who organised cooperative consumers shops which could be run on the basis of self-help by consumers themselves. Dr King's efforts created a sound basis for further experiments in this field and in 1844 the first successful consumer cooperative store was organised by a group of

weavers at Rochdale near Manchester in England. The Rochdale Pioneers, several of whom were Chartists, adopted seven principles for the working of their stores, the most important of which were open membership, democratic control, limited interest on capital, and return of profits to the members on the basis of their patronage to the store. The idea of giving patronage dividend to members in proportion to their loyalty was a unique one and it paved the way for the success of the cooperative stores all over the world. The Pioneers were also very careful in their process of organising the consumer stores. They debated and discussed the formation of the stores for several months before actually starting on the business. They had realised that such an activity could succeed only if the members understood the true nature and principles of cooperation and also their rights and responsibilities. To the Pioneers educational activity was an essential part of the working of a cooperative society.

In the field of agriculture and rural economy, the origin of the Cooperative Movement could be traced to the efforts of Herr Raiffeisen who in the year 1862 started the first cooperative credit society for giving easy credit to farmers, for selling their commodities and for meeting their agricultural needs. Many of the principles formulated by Raiffeisen for the working of rural societies were similar to the ones adopted by Rochdale Pioneers. Hence, the basic features of both rural and urban cooperation are almost identical. As a result of the land reforms during the first quarter of the 19th century the German peasants secured the lands but did not have the resources to cultivate their lands and market their produce. They were an easy prey of the money-lenders and unscrupulous traders. In the opinion of Raiffeisen self-help and mutual responsibility was the only solution to this problem. He, therefore, introduced the system of unlimited liability by which all members of the society were individually and collectively responsible for the repayment of the debt incurred by the society on behalf of the members.

Socio-Economic Benefits Through the Cooperative Movement

From its small beginnings the Cooperative Movement has now grown, in some of the Western countries, into a powerful force in the economic sphere and is at present playing an important role in several developed countries. It has h to create a healthy system of distribution of consumer commodities which guarantees to the consumer fair prices, quality goods and efficient services. In some countries, the Cooperative Movement has become one of the biggest consumer distribution enterprises and has also played an effective role in stabilising prices of consumer commodities.

The Agricultural Cooperative Movement has benefitted the farmers in many parts of the world. The rural population which followed Raiffeisen and which introduced credit and marketing cooperative societies, has been able to minimise the role of intermediaries. They have in several countries introduced through cooperative effort their own channels of production and marketing. It has also helped in increasing quality control in agricultural production. The cooperative societies in the rural areas have in several developed countries raised the standard of living of the rural population previously subjected to exploitation by vested interests.

The Cooperative Movement has also a very important role to play in raising the status of the individual in the society. In some countries people look to cooperatives as agencies responsible for giving a lead in better life by providing better services and by ensuring fair prices for consumer needs. The movement has also brought about a revolutionary change in housing standards by offering facilities in urban areas for construction of houses at moderate rates.

Cooperation in Asian countries

The Cooperative Movement in most of the Asian countries was introduced as an agency for providing distress loans to the farmers. The initiative for starting the cooperative organisations was taken in most cases by government agencies and the people's participation in the early stages of development was to the minimum. However, with the advent of independence in some Asian countries the Cooperative Movement is now gradually assuming the role of a popular movement, although, by and large the Cooperative Movement in South-East Asia is still in a developing stage. The development has taken place mainly in the field of cooperative agricultural credit. The rural economy is still to a large extent in the hands of the money-lender-cum-trader and his influence on the rural population, although on the decline, is still of a dominating nature. The cooperative organisations have not yet succeeded in transforming the rural economy nor have they succeeded in significantly raising the standard of living of the people. The difference in the income levels between the rural and the urban population is still very high. The Cooperative Movement has not been able to offer services which could help the farmer not only in getting cheap and easy credit but also in ensuring better production, better facilities for marketing the produce and safer channels of securing consumer commodities. The farmer needs capital as well as technical assistance for increasing his production. He also needs help in marketing the produce to his best advantage. The cooperatives, therefore, will have to play a more comprehensive role in transforming the rural scene from a subsistence economy to a developed economy.

Role of Government in Cooperative Development

The Cooperative Movement is essentially a voluntary and democratic movement. The initiative for starting cooperative activity should normally come from the people for whose benefit the cooperatives are organised. However, the organisation of cooperative activity on a voluntary basis presupposes the existence of a group or a community which is already conversant with the basic principles of cooperation.

Such a situation hardly exists in any country of Asia except Japan. There is, therefore, a constant need for external stimulus and guidance for encouraging people to undertake activities such as the organisation of cooperative society, formation of educational institutions etc.

In the countries of Asia the governments have played a very vital role in the development of cooperatives. As most of the cooperatives have been formed with initiative from the governments, the governments continue to guide and help the cooperatives as they are anxious to bring about a speedier economic development of their countries. Many Asian governments have already recognised cooperatives as one of the best agencies for economic development on democratic lines.

While it is necessary to provide external stimulus in the pioneering stages of development, it cannot be forgotten that sooner or later the cooperatives will have to be run by the people themselves. It should, therefore, be the endeavour of governments to gradually transfer the responsibility of the cooperatives to the leadership drawn from the membership of the cooperatives. Although, governmental guidance and assistance will be needed for many more years to come, it is the duty of the government to gradually reduce its role to a position from which it can fulfill its statutory obligations of registration and audit of cooperative societies and provide guidance for their development as a part of the general economic development of their respective countries.

Main Obstacles to Cooperative Development

The population of most of the Asian countries is rising every year and such increase tends to upset plans for economic development. This also seriously affects the development of cooperatives.

Another serious drawback in the development of the rural economy is the traditional structure that prevails in the rural areas and any change becomes a lengthy process. It would of course be a mistake to try to change radically the traditional social structure. However, the cooperative movement may have to assume a more positive role in transforming the social structure so as to facilitate the process of economic growth in the community.

A third obstacle in the progress of rural economy is the slow process of capital formation. The problem of capital formation is closely linked with the question of savings. The cooperative and other organisations in the rural areas have not so far succeeded in mobilising savings. The rural population lacks in propensity to save. No cooperative action could succeed unless the members cultivate the habit of thrift. The very basis of cooperation is thrift and unless a gradual change is brought about in the habit of the people with regard to savings it will be difficult for cooperatives to make any significant progress.

Lack of Cooperative Leadership

The main reason, however, for the comparatively slow progress of the Cooperative Movement in Asian countries is the absence of able leadership and the inability of the movement to maintain standards of efficiency in business. In many countries the Movement is still dominated by vested interests or a group of people who do not have direct interest in the functioning of the cooperative societies. One of the reasons for lack of able leadership is illiteracy. Lack of facilities for cooperative education is another serious difficulty. Inefficiency in business is also due to the fact that the Cooperative Movement has not been able to attract talented and experienced workers as it does not offer facilities which the other economic organisations have been able to give to promising young persons. Absence of training facilities for employees in management and accountancy is also another important reason for the lowering of standards in cooperatives.

The younger generation has not so far been able to interest itself in the working of the cooperative societies. Youth today does not have the opportunity of knowing the principles and the benefits of the Cooperative Movement before entering their economic career. The only field in which the student community has been able to associate itself with cooperative action in some countries is in respect of students' cooperative stores in schools and colleges.

Youth Organisations and the Enlarged Scope of Their Activities

For many years the assorted youth organisations had a tendency to move predominantly within their own orbits, dealing exclusively with the problems of their members and the comparatively limited objectives of the organisations. Important work was done and is still being done today in this vein. Simultaneously almost all the youth organisations, regardless of orientation, have played and are playing a fundamental role in giving young people training in civic responsibility. This training is valuable as supplementary to what can be obtained in schools and colleges. It also provides an invaluable leadership experience preparing the youth for future responsibilities. In the past few years, however, more clearly than previously, has emerged the concept that there is fundamental value in all of the youth in a country, regardless of organisation, cooperating in a single framework at the national level. Part of this relates to the recognition of the importance of youth. In his inaugural address, the Malaysian Minister for Agriculture and Cooperatives pointed out his Government's cognizance of youth being Malaysia's biggest asset. Youth in fact in most developing areas of the world forms well over half a nation's population. It is thus a resource whose training a nation cannot neglect. But also and equally important, the impetus towards a national framework to coordinate youth work has come from the voluntary youth organisations themselves because of their recognition that youth organisations, acting in concert, have a direct role to play in national development. Thus more than ever before, and particularly in the past three or four years, one finds youth organisations cooperating nationally on schemes for combatting illiteracy, for rural development, for building libraries in rural areas and engaged in campaigns to protect natural resources. In some cases youth organisations have also participated in programmes for developing the understanding of the democratic process among the masses. Examples of such tangible cooperation at the national level are probably still the exception rather than the rule. Practical obstacles such as lack of finance, and lack of qualified leadership have minimised the number of cases of such effective cooperation. It is clear, therefore, from one's contacts with youth leaders in international meetings that to an ever-increasing extent, there is a recognition that a youth organisation's aims and objectives and responsibilities now transcend the limited framework of the individual organisation's constituency. They extend to the problems of society as a whole.

Problems Facing the Youth

The increased educational facilities and the changed environments enable youth to attain maturity at a comparatively younger age than before. They have to wait longer for the time when they could assume responsibility of economic life. Sometimes, they are disillusioned, sceptical and biased towards the material values of gain and comfort. But it must also be recognised that today's youth has a strong wish to ensure security for his future whether in employment or as a student. This struggle to obtain the security is sometimes misunderstood and is considered as the main reason for his apathy in social and political life.

Another very serious problem affecting youth today is their concentration in the urban industrial areas. The tendency to migrate to and seek career in urban areas is increasing to such an extent that there is evidence of lack of youth leadership in the economic and social life of the villages. Most of the young people who go to the cities for education do not return to their villages and therefore the benefits of their education and knowledge that may have been made available to the rural community are not forthcoming. One of the important reasons for this trend may be the absence of youth organisations in rural areas which may provide the youth with guidance for pursuing constructive socio-economic activities. The youth finds himself a stranger in the village after returning from the cities and wants to return to the comfortable and secure life of the urban areas. However, it is not always that he finds comfort and security as competition for securing employment in urban areas drives most of the people to occupations which they did not originally intend to pursue.

It is true that youth is reluctant to return to the villages. However, he could hardly be blamed for such lack of interest. The villages do not provide the young with opportunities of employment and minimum standard of living according to the modern conditions. The majority of the young might have preferred to stay on in the villages and pursue the indigenous occupations if facilities for living a decent life had been offered to them. In this context the following paragraph, taken from a recent world survey on rural youth activity and published by the World Assembly of Youth would be of interest:

"A great part of the most serious problem effecting rural areas in the urban industrial countries derive, at present, from the difference in levels of living which exists between the agricultural-rural and non-agricultural urban parts of the national population. In the last analysis these problems are, therefore, nearly all related to the phenomenon of the generally relatively declining agricultural incomes when these are compared with the non-agricultural incomes. In fact if the level of living of the agricultural population had been satisfactory to the point of compensating for the drawbacks of living far from a town, it would also have meant that most of the other problems at present affecting the rural areas of the industrial countries would have been automatically solved; individual as well as mass media of communication would have been better, the depopulation of the rural areas would seldom have reached such a high proportion, many services would have been better etc."

Section III

Role of Youth in National Development

In most of the developing countries the youth has played a significant role in freedom struggle. Most developing countries have today succeeded in achieving political independence. The freedom from colonial rule has provided these countries with a framework for constructive action leading to economic progress which may result in the raising of standard of living of the people. Political independence alone would be insufficient to meet the aspirations of the people unless it is accompanied by serious efforts to accelerate the process of economic growth. If political independence is not followed by economic progress it will bring frustration among the youth which might eventually lead to despair and thereby undermine the basic values of freedom and democracy. It is, therefore, necessary that the economic aspects of this problem are considered in right-earnest. Youth has to be provided with a programme of action which will provide him with

a basis for constructive action.

Multiplicity of Objectives

There are a number of youth organisations in the world with different objectives and it is, therefore, likely that the common interest of developing the youth may be forgotten. The WAY however, attempts to ensure that the common interest is achieved. In addition to the general common interest that may be provided on international platforms it is necessary to provide the youth with guidance for leading a constructive economic life which will make him a useful citizen in future. They must be made to realise the important role they have to play in refashioning the society in which they live. For this it is necessary to help them understand the problems of their community and to give economic content to their life.

Role of Cooperation

The Cooperative Movement has a very important role to play in improving urban and rural economy and also in attracting the younger generation to constructive economic action. The cooperative society can provide a rallying point for the youth and also can serve as an instrument of attaining economic and social objectives desired by youth. There are several examples in the world where youth has played a significant role in transforming the rural scene. Apart from revitalising the existing rural economy the youth has in a few cases helped in reclaiming new lands and providing constructive values either through youth organisations or through cooperative societies.

The cooperative society has to provide opportunities to the young and has to ensure that the minimum expectations of the youth could be met in the villages. It is, therefore, necessary for the cooperative society to evolve a plan for rural economic development which will not only increase agricultural production but also endeavour to provide employment and good wages to the young people who will be invited to work in the rural areas. Although the traditional set up in the villages may not allow young people immediately to change old values it will have to be ensured that youth is permitted to introduce experiments, ideas and methods which have given good results in other parts of the world.

Rural Cooperative Youth Clubs

The Cooperative Society in the village can help the young people to organise themselves as a group within its framework. The village society should consider it important to associate the youth with the various activities undertaken for development. The youth must be made to feel responsible for the development of his village and must be made a part in such developmental activities. For this it may be necessary to create a cooperative youth group or an informal group in the village consisting of either cooperative or other workers. Through this group a succession of leaders not only for cooperative work but also for the community as a whole could be ensured. However, no dogmatic approach could be adopted on this subject. The pattern of youth organisations will vary according to local conditions.

Cooperative Action Among Youth

Various forms of cooperative activity have been promoted among young people in different parts of the world. These activities differ widely and according to the extent of progress made by the Cooperative Movement. The activities also differ according to the efforts made by the cooperative movements for attracting the young to their fold. Successful cooperative societies for the youth have been so far undertaken in the developed countries and the notable examples of which are found in countries like the United States of America, Sweden, England, Israel, Japan and a few continental countries. The following are the main activities which could be undertaken by youth in the Cooperative Movement.

Cooperative Youth Groups and Cooperative Youth Clubs

Although cooperative youth groups are only one of the many activities organised for youth, they are one of the best means for associating the youth with constructive activity. Such groups can either be formed at the initiative of the cooperative society itself or through the efforts of the youth organisations in a community. The main aims of such clubs should be:

- a. to secure future leadership for cooperative societies,
- b. to propagate cooperation among young people with a view to enlarge membership of cooperative societies,
- c. to disseminate social and economic education,
- d. to create cultural and entertainment activities for the younger generation,
- e. to secure efficient employees for running the cooperative organisations, and
- f. to provide a meeting ground for the younger people.

Some of the important functions that could be undertaken by the cooperative clubs and groups are:

1. to discuss cooperative activity and relate this activity to the economic life of the families,
2. to arrange for practical demonstrations for the younger people with a view to enable them to understand the benefits of cooperative activity,
3. to develop among them the habit of buying from the cooperatives,
4. to help in the development work of the villages,
5. to bring together the young people to organise cooperatives for meeting actual needs of the group,
6. to organise with the help of schools and colleges students' cooperative stores,
7. to undertake organisation of educational activities either through study circles or correspondence courses for the members of the group,
8. to organise short-term courses for persons willing to join the cooperative youth groups,
9. to promote thrift among members,
10. to participate in the educational and cultural activities organised by cooperative societies,

11. to organise dramas and cultural plays based on cooperative needs,
12. to help in the management of the cooperative society,
13. to publish cooperative literature for youth including cooperative journals,
14. and to arrange for the meeting of the young by organising gatherings, debates, conferences and such other activities.

Students' Cooperative Societies

The students' cooperative societies started in schools and colleges in Asian countries are organised mainly for the distribution of stationery, books and other articles required by students. A very few stores have succeeded in running canteens and providing additional services like youth hostels to the students. The students' stores in most of the schools are either controlled by members of the staff or are run under the guidance of the teachers. The students do not play a prominent part in the management of the stores. Hence they do not get opportunities to acquaint themselves with the functioning of the cooperative organisation.

One of the most important reasons for the lack of independence of students in the management of their stores is their very low age as most of them are minors and as such the authorities and the teaching staff are reluctant to entrust them with the responsibility of running the stores independently. Although many of the countries provide through cooperative legislation for the recognition of the students stores, instances of independent management in cooperative societies are not many. It is, therefore, necessary to entrust the management of the cooperative stores to the students so as to create confidence among them for the running of such organisations and to provide them with training in democratic management. The students cooperative stores should also enlarge the sphere of their activities and in addition to providing cheap buying facilities, should conduct cooperative canteens and cooperative youth hostels. It should also be the endeavour of the students' stores to provide stationery, books etc., for the poor students and offer scholarships for such students whose parents are not in a position to provide for the fees for their education.

The problem of changing membership does not allow continuity in the working of the cooperative stores. However, the problem could be solved by enlisting the students from the very junior standards so that the continuity of membership is ensured. The students stores should also organise educational activities among the student communities and should take advantage of the facilities for cooperative education offered by the cooperative unions and the cooperative societies.

Section IV

Educational Needs of the Young

With a view to equip youth in undertaking the various activities discussed above it is necessary to provide him with the opportunities of securing knowledge which will enable him to function in the villages as

efficiently as the dominating moneylenders and traders. The youth who will go to villages will have to match the qualities of the village moneylenders with regard to his ability and efficiency to handle the trade. The education to be given to youth must help him to adapt himself to the basic needs of the village community and for this it will be necessary for him to understand the social and economic structure of the rural areas. He must respect the traditional values and also should participate in the traditional ceremonies which are an integral part of the rural community. He will have to know much more than the average rural inhabitant and still will have to restrain himself from criticising those who did not possess the same amount of knowledge. As far as possible a young leader in the village must be a member of the local community as outside leaders may not be able to fit themselves into the new environments.

Although the youth will be required to adapt to the local conditions he must be able to initiate efforts for gradual transformation of the village scene through education of the village community. The village leader should know the principles of cooperation and must himself adhere to the principles he will teach others in the village. The educational facilities therefore to be provided to young people willing to serve in the villages must be based on a realistic approach. In the initial stages it might be necessary to provide these facilities in the urban areas. However, the venue for providing education and training should gradually shift to rural areas. On the spot training is the best type of training that a cooperative can provide for people who are to work in these surroundings.

In the urban areas the cooperatives should provide educational opportunities to youth through organisation of special classes and by arranging debates and essay competitions. The youth should be provided with library facilities where they can read literature on the Cooperative Movement. Whenever youth festivals are organised the cooperative societies should attempt to introduce in such festivals programmes which will offer opportunity to the youth to learn more about the cooperative movement.

Cooperative Literature for Youth

The objectives of producing cooperative literature should be:

- a. to create an awareness among young people about the existence of the cooperative societies,
- b. to introduce the cooperative movement to them
- c. to create cooperative activities by way of youth projects, students stores etc., and
- d. to develop cooperative leadership.

The literature produced should cover not only cooperative activities but also problems of general interest to the youth.

To enable the young people to acquaint themselves with cooperative principles and methods it is necessary gradually to introduce cooperation at all levels of their educational activities. For students of primary schools it may be necessary to introduce some lessons into their text books based on cooperative stories and the benefits of the Cooperative Movement. For the higher classes lessons giving principles and working of the cooperative societies in general should be introduced. In addition to this, it may be necessary to provide the students with literature for general reading which will give them knowledge about the work of cooperative societies in different parts of the world.

For university students it may be difficult to publish special literature unless cooperative education is provided through special courses in the colleges. Till such material is published the university students should be encouraged to read the existing cooperative literature on different aspects of Cooperation. Efforts, however, should be made to introduce the teaching of cooperation in universities and these efforts should be supplemented by publishing cooperative literature on specialised subjects to meet the requirements of the university students.

For the use of members of the youth clubs and youth groups it will be useful to publish simple literature in the form leaflets, posters and booklets describing the cooperative activities and highlighting the benefits received through them. The material should mainly be informative. However, on a gradual basis material discussing different aspects of cooperation and the problems faced by the Cooperative Movement should be introduced.

In addition to the informative material the cooperative youth clubs and groups would require literature for working on different projects undertaken by the youth club members. The project material should not only give information to the club members but also provide them with a basis for discussion. It should also involve them in practical work and further reading of cooperative subjects.

In the youth clubs and groups which have made sufficient progress in educational activities it should be possible to introduce literature which will seriously discuss the current cooperative problems. The members of the youth groups should be encouraged to undertake discussion of the current problems and give their individual and collective opinions.

In addition to the literature discussed above the books and booklets giving useful information on the various aspects of the organisation of cooperative societies and on management and accountancy should also be published in simple form for the benefit of the youth club members. This literature should be able to help the young cooperators who are keen on organising cooperative societies among themselves or who would like to associate themselves with the running of existing cooperative organisations. Also the journals published by the cooperative organisations and the youth organisations should contain sections covering news and articles on youth activity with special reference to cooperative youth activities.

For interesting the youth in cooperative activity, it would be useful if cooperative films, film-strips, models, charts and posters are produced and circulated.

The main agency for undertaking the publication of cooperative literature should be the Cooperative Union. The unions should take initiative in publishing such literature and distribute it to the schools and colleges and also for the youth groups working in their country. In addition these efforts will have to be supplemented by cooperative societies on different levels and universities interested in cooperative education.

Organisation and Financing of Cooperative Youth Activity

It will be difficult to be too dogmatic in respect of organisation and financing of cooperative youth activity. The form of organisation for youth work both in and out of the Cooperative Movement will very much depend upon the resources of each organisation and also upon the ability of the group to work within the particular framework. In addition to the cooperative youth clubs and groups within the cooperative society groups could also be formed within youth organisations consisting of young people who would like to associate themselves with cooperative activity or who would be keen on gaining knowledge about the movement. For coordinating the activities of the youth group in and out of the cooperative movement it will be necessary to create youth cooperative committees at various levels of the cooperative structure. These committees could be created within the national cooperative organisations and also district and state cooperative organisations if such organisations exist. The committees in the national unions should function as national bodies for all youth groups.

It will be necessary to start cooperative youth activity with an initial contribution from the group members. It is likely that for several years to come the finances from societies may not be forthcoming as most of the cooperative societies in the Asian region may not be able to finance cooperative youth activities out of their own resources. However, in cases where it is possible to provide such finances the cooperative societies should give full encouragement for organisation of youth activity on a wider scale. One of the best activities for securing income would be the starting of cooperative stores or organising of cooperative cultural activities by cooperative youth groups. It might also be worthwhile for the Cooperative Movement to consider the possibility of introducing a system of contribution by cooperative societies for cooperative youth work. This contribution could either be given through the net profits of the society or could also be based on the membership strength of each organisation.

Collaboration Between Cooperative and Youth Organisations

The present seminar was an excellent example of collaboration between youth and cooperative organisations. The joint efforts initiated by the International Cooperative Alliance and the World Assembly of Youth should result in extending the collaboration between the cooperative and youth organisations to the national, regional and local levels. There are several ways in which joint action for involving the youth in cooperative activity could be undertaken. Among them the following could be listed as most important.

The cooperative and the youth organisations should develop contacts with each other and maintain these contacts through activities which might be of mutual benefit. An important activity in this direction should be the organisation of

joint educational programmes by both the organisations. Educational activities organised either by cooperatives or by youth organisations should be able to help further strengthen the contacts and provide a forum for exchanging information and experiences gained in both the fields.

Participation in activities organised by the youth and cooperative organisations should be a normal feature of their activities. The cooperative and youth organisations should invite each others representatives for participation in educational activities conducted by them. In addition summer and evening classes should be organised for youth workers from time to time.

To supplement the efforts made in the field of education it will be necessary to have a programme of publications formulated jointly by the cooperative and the youth organisations. In addition, exchange of literature published by both the organisations should be made possible in each country. Exchange of such publications between various countries should also be encouraged.

With a view to follow up the recommendations made during the seminar and to explain the benefits of these discussions to other workers in the field, the possibility of undertaking a publication based on the report of the seminar should be explored. This publication should be further enlarged by incorporating the various papers concerning the youth and cooperative activities. In addition a larger review of the Cooperative Movement with its history and the possibility of cooperative action among youth should also be added to this publication.

One of the most important ways of creating continuous activity aimed at involving the youth in cooperative work is the creation of a nucleus for youth work in national, regional and local cooperative organisations. If it is not possible to create a body within these organisations at least one person should be made responsible for youth work and it should be the endeavour of such bodies or persons to keep in constant contacts with the other bodies created in different organisations at different levels. Continuity of interest and efforts will be needed to follow up the good work started by the organisation of this seminar.

For creating keen interest among youth regarding cooperative activity it is necessary to give practical training to the young people. With this aim in view educational study tours should be organised to show the youth various cooperative activities undertaken in different countries. This will enable youth to have a proper perspective on the potentialities for socio-economic development through the Cooperative Movement.

In addition, occasions like the International Cooperative Day should be used as platforms for involving youth in educational activity. The WAY should also associate the cooperative organisations wherever possible in the celebrations undertaken at various levels. It should be the endeavour of the ICA and WAY to bring about coordination among all activities discussed above. It will also be very helpful if the recommendations of this seminar are sent in addition to the cooperative and youth organisations, to the government cooperative departments, to trade unions, to educational organisations and the rural youth movements and political parties so as to impress upon them the need for involving the youth in economic activity with special reference to cooperative activity in their respective fields.

International Cooperative Alliance
Regional Office for South East Asia
6 Canning Road, New Delhi.1. India.

World Assembly of Youth
66 Rue Saint Bernard
Brussels.6. Belgium

REGIONAL SEMINAR ON YOUTH AND COOPERATION, Kuala Lumpur

January 11 - 22, 1964

Programme

.....
January 11, 1964

- 11.00 - 12.30 p.m. Introduction to ICA Activities
Introduction to Working Methods of the Seminar
- 2.30 p.m. Inauguration of the Seminar
- 4.00 - 5.00 p.m. Presentation of Background Papers by delegates

January 12, 1964

- 9.00 - 9.45 a.m. Role of Cooperation in Socio-Economic Development
(with special reference to Western Countries)
Introduced by : Mr.Nils Thedin
KF, Stockholm.15
- 9.45 - 10.30 a.m. Role of Cooperation in Socio-Economic Development
(with special reference to South East Asian Countries)
Introduced by : Prof Ungku A Aziz
Head, Economics Department
University of Malaya, Kuala Lumpur.
- 10.30 - 11.00 a.m. Discussion
- 11.15 - 12.00 p.m. Nature and Principles of Cooperative Movement
Introduced by : Mr.Marian Radetzki
Director
ICA Education Centre, New Delhi.
- 12.00 - 12.30 p.m. Discussion
- 2.30 - 3.30 p.m. Introduction to WAY Activities
Aims and Objectives of the Youth Movement
Introduced by : Mr.David W Baad
Programme Coordinator
World Assembly of Youth
Brussels.
- 4.00 - 5.00 p.m. Discussion

13th January 1964

- 9.30 - 10.15 a.m. Origin of the Cooperative Movement in Western Countries
Introduced by : Mr.M.V.Madane, Deputy Director,
IGA Education Centre, New Delhi.
- 10.15 - 10.45 a.m. Discussion
- 11.00 - 11.45 a.m. Review of Cooperative Development in Countries of South East Asia
Introduced by : Mr.G.S.Dass, Assistant Commissioner
Department of Coop Development
Kuala Lumpur.
- 11.45 - 12.15 p.m. Discussion
- 12.15 - 1.00 p.m. Group Discussions
- 2.30 - 3.30 p.m. Address on National Land Finance Cooperative Society
Introduced by : Hon'ble Dato V.T.Sambanthan
Minister of Works, Post and
Telecommunications
Government of Malaysia, Kuala Lumpur.
- 3.30 - 5.30 p.m. Group Discussions (contd).

SECTION - II14th January 1964

- 9.30 - 10.30 a.m. Role of Agricultural Cooperation in Revitalising Rural Economy
Introduced by : Dr.Jehuda Don
Bar-Ilan University, Ramat Gan.
Israel.
- 11.00 - 12.30 p.m. Discussion
- 2.30 - 3.30 p.m. Consumer and the Cooperative Society
Introduced by : Mr.Marian Radetzki
- 4.00 - 5.00 p.m. Discussion

15th January 1964

- 9.30 - 10.15 a.m. Students Cooperative Stores in Schools and Colleges
Introduced by : Mr.M.V.Madane
- 10.15 - 10.45 a.m. Discussion
- 11.00 - 12.30 p.m. Group Discussions
- 2.30 - 3.30 p.m. Group Discussions
- 4.00 - 5.00 p.m. Plenary on Section I & II.

.....

16th January 1964 . . . Study Visits

17th January 1964 Free

SECTION - III

18th January 1964

9.30 - 10.15 a.m. Aims and Functions of Cooperative Youth Groups and Cooperative Youth Clubs

Introduced by : Mr. Marian Radetzki

10.15 - 11.00 a.m. Discussion

11.15 - 12.00 noon Cooperative activities organised by Youth Movement

Introduced by : Mr. Ravindra Varma M.P.,
Former President
WAY, New Delhi.

12.00 - 1.00 p.m. Discussion

2.30 - 4.00 p.m. Group Discussions

19th January 1964

9.30 - 10.15 a.m. Areas of Common Interest to Youth Movement and the Cooperative Societies

Introduced by : Dr. Jehuda Don

10.15 - 11.00 a.m. Discussion

2.00 - 4.00 p.m. Film Show

20th January 1964

9.00 - 10.15 a.m. Panel Discussion on "Role of Cooperatives and Youth in National Development "

Chairman - Mr. M.V. Madane

Panel Members : Mr Marian Radetzki

Dr Jehuda Don

20th January 1964 (contd)

10.15 - 11.00 a.m. Educational Needs of Youth for the Development of Future Cooperative Leadership
Introduced by : Dr. Jehuda Don

11.15 - 12.00 noon Discussion

12.00 - 1.00 p.m. Group Discussions

2.30 p.m. Study Visits

21st January 1964

9.30 - 10.15 a.m. Youth Activities organised by Cooperatives
Introduced by : Mr N.A. Kularajah
* General Manager
Malayan Coop Insurance Society
Kuala Lumpur.

10.15 - 11.00 a.m. Discussion

11.15 - 12.00 noon Organisation and Financing of Youth Activities by Cooperative Societies
Introduced by : Mr. Abdul Majid, Principal,
Cooperative College of Malaya,
Petaling Jaya.

12.00 - 12.30 p.m. Discussion

2.30 - 4.30 p.m. Group Discussions

4.45 - 5.30 p.m. "Possibility of Future Collaboration between Youth Movements and Coop. Organizations in South East Asian Countries" - by Mr. M.V. Madane

22nd January 1964

9.30 - 11.30 a.m. Plenary on Section II & III
Final Plenary
Follow - up

12.00 - 1.00 p.m. Valedictory address by Hon' ble Minister for Transport, Government of Malaysia, Dato Haji Sardon bin Haji Jubir.

.....

International Cooperative Alliance
6 Canning Road
New Delhi.1

ICA/WAY
January 11-22, 1964

Report of the
Regional Seminar on Youth and Cooperation, Kuala Lumpur

List of Participants

ICA Participants

CEYLON

1. Mr Keerthisena Chandradasa Abeywickrama
Sravany. Morawaka. Ceylon

INDIA

2. Mr K.Subramanyam, Deputy Director
Department of Cooperation
Ministry of Community Development and Cooperation
Krishi Bhavan, New Delhi

3. Mr Jai Biharilal Khachi
32 The Mall
Simla

MALAYSIA

4. Mr S.T. Sundaram
Assistant Secretary, The Treasury
Ministry of Finance
Kuala Lumpur Malaysia

5. Mr Othman bin Mohammed Arif
Ag. Assistant Registrar, Cooperative Societies
Department of Cooperative Development
Kuala Trengganu. Trengganu. Malaysia

PAKISTAN (W)

6. Mr Muhammad Muslim
Joint Secretary
West Pakistan Cooperative Union
31 Lower Mall, Lahore.1

(E)

7. Mr Abdul Rahim Pathan
Inspector, Cooperatives
c/o Deputy Registrar, Cooperative Societies
9/D Motijheel Commercial Area, Dacca.2

THAILAND

8. Mr Chern Hamroongwongse
Cooperative Officer
Ministry of National Development
BANGKOK Thailand

OBSERVERS (ICA)

9. Mr A.B.Gomez
General Secretary
National Union of Commercial Workers
Post Box Number 2509
Kuala Lumpur Malaysia

10. Mr Clarence Munesinghe
Development Officer
21 Laxamana Road
IPOH. Perak Malaysia

Observers Contd. ICA

11. Miss Nur Aini Mubarak
Lady Cooperative Officer
Cooperative Department
Seremban, Negri Sembilan. Malaysia
12. Mrs Shahrah Mokhtar
Assistant Commissioner for Cooperative
Development, KUALA LUMPUR Malaysia
13. Mr Oeij Koen Lian
Cooperative Officer
Cooperative Department
MALACCA Malaysia
14. Mr Mokhtar Omar
Cooperative Officer
Dept of Cooperative Development
Batu Pahat. Johore Malaysia
15. Mr K. Dorai Raj
Cooperative Officer
Department of Cooperative Development
Tilok Anson. Perak Malaysia

WAY Participants

AUSTRALIA

16. Mr Leon Francis Magree
YCW Cooperative Movement
157 A Beckett Street
Melbourne Australia

CEYLON

17. Mr W.J. Boteju
Department of Cooperative Development
Post Box Number 419
COLOMBO Ceylon
18. Mr M.D.Fernando
Cooperative Inspector No. 257
Angulana. Ceylon

FIJI

19. Mr Lemeki Rasalato
Fiji National Youth Committee
Singatoka District Nadroga Fiji

INDIA

20. Mr Jayant Bhatt
Secretary, Samajvadi Yuvak Sabha
1768 Bhatheyara Street
Lunsavada. Ahmedabad Gujarat
21. Mr V.P.Churian
3 Dharmtolla Street
Calcutta.13

- ISRAEL
22. Mr Eli Argaman
Kibbutz Bror Chail
Israel
- JAPAN
23. Mr Shigeto Hirayama
Japanese National Youth Association of
Agricultural Cooperatives
Nokyo Building, 11-1-chome, Yurakucho
Chiyoda-ku, TOKYO
24. Mr Bunzo Kamimura
c/o Youth Association for Japanese Reconstruction
3-24, Okachimachi, Paito-ku
Tokyo
- LEBANON
25. Mr Afif Chaar
Marseillaise Street
Post Box Number 2334
Beirut
- MALAYSIA
26. Mr Man Harun
National Secretary
Union Youth Movement Malaya
Post Box 644, Kuala Lumpur
27. Mr Lin Chin Teong
Assistant Director
People's Association, SINGAPORE
28. Mr Patrick Leong Mun Sung
President, YCW Movement
10 Brickfields Road
Kuala Lumpur
29. Mr Cheng Yew Kiew
Assistant Secretary, The Treasury
SARAWAK Malaysia
30. Mr Hamdan Ali
Technical Assistant
Land Survey, Miri
Sarawak. Malaysia
- PAKIS TAN
31. Mr Muhammad Ismail Baluch
17 Court Chambers, KARACHI
- VIETNAM
32. Mr Tang The Thyong
Secretary General
Saigon University YCS
43 Nguyen Thong, SAIGON S.Vietnam

33. Mr Do-Pahn-Hanh
Secretary General
World University Service of Vietnam
43 Nguyen Thong, SAIGON
- OBSERVER:
34. Mr Mustaffa B. Jaafar
Cooperative College of Malaya
Petaling Jaya, Kuala Lumpur Malaysia
- WAY (Brussels)
35. Mr David W. Baad
Programme Coordinator
World Assembly of Youth
66 Rue Saint Bernard, Brussels.6
Belgium
- ICA (Delhi)
36. Mr Marian Radetzki
Director, International Cooperative Alliance
Education Centre for South-East Asia
6 Canning Road, New Delhi.1
37. Mr M.V. Madane
Deputy Director, ICA Education Centre
6 Canning Road, New Delhi.1
38. Mr A.H. Ganesan
Secretary
ICA Education Centre
6 Canning Road, New Delhi.1
-

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series No. 5 - 21.1.1964.

Report of Group A and C
- - - - -

Chairman : Mr. K Subramanyam
Secretary : Mr. V.P. Cherian

.....

Question No. 1 : There should be no rigid approach to the form of organisation most suitable for encouraging Cooperative activity among younger generations. The existing organizations such as Boys Scouts, Girls Guides, N.C.C., A.C.C., Y.M.C.A., Y.W.C.A., Y. C.W., Student organizations etc. In urban areas and young Farmers Associations, Rural Youth organizations, Cooperatives etc. in rural areas should be utilised to the maximum extent for promoting Cooperative activities among the youth.

So far as students are concerned, Cooperative activity could be promoted among them through the organization of Cooperative Societies for the supply of books, Stationary etc., and for the promotion of thrift and savings as also for running hostels, Messes etc., regarding the youth in rural areas, wherever cooperatives societies are financially strong they could perhaps help in encouraging Cooperative activities among the youth. In other cases Youth Clubs should be organised in each village on a secular basis with a view to encourage not only Cooperative activities, but also to undertake other social, cultural and economic activities, while Cooperative activity will receive the utmost priority. These Youth Clubs will cover all aspects of rural life and problems.

Questions No. 2 :- Some of the important sources for raising finances for encouraging Cooperative activities through youth clubs and groups are mentioned below.

1. Subscription
2. Profits through undertaking economic activities
3. By running shows, another entertainments.
4. By selling badges, flags ect.
5. Contributions from Cooperatives and other local institutions
6. Grants from Governments and other institutions for specific purposes.
7. Donations.

Note:- Whether Cooperative youth activities undertaken by an organisation such as:-

Farmers Association, Students Associations, Rural Youth Clubs, etc., the finances raised by them will be used for the Association as a whole and not solely for the promotion of Cooperative activity.

ooooooooo

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Series No. 4 - 2I.I. 1964

Report of Group C

Chairman : Mr. S. T. Sundram
Secretary : Mr. Patric Leong
.....

Question No 1 : Youth Movements through Cooperatives can improve the conditions in the rural areas by the following means:-

1. Youth Movements should help to introduce ideas on co-operation and if possible, technical know-how to the rural people.
2. Youth Movements in the urban areas should perform something constructive and practical for the rural people through Cooperative Union existing in and around their environment.
3. Youth Movements should take the initiative to introduce Cooperative Education and train the rural people for leadership activity. Cooperative in rural areas should help the Youth Movements in these fields.
4. Youth Movements should be the Driving Force behind Cooperative activities which are designed to improve social, economic and possibly cultural conditions. Cooperative Unions should therefore confine their task to providing guidance for Youth Movements.
5. Youth Movements through cooperative can help to check and minimise the flow of youths from the rural to the urban areas. Active and practical efforts should be rendered to the rural people e.g. In helping and training the rural people in secondary industrial activity e.g. improving the drainage system in a particular village, or cultivation of undeveloped lands.

Question No 2 : The development of National Economy means:-

1. Increase the opportunities for employment
2. Improving the standard of living or to maintain the required standard of living . This may include improving industry output, productivity (e.g. the diversity of crops) and marketing conditions.

Cooperative Movements and Youth Organisations in developing the National Economy should play this role:-

1. Educate the people to stabilize their monthly or annual expenditure in respect and in proportion to their financial income.
2. Educate the people to save some proportion of their financial income, if possible Cooperative or Youth Movements should establish a Cooperative Savings Bank.
3. Cooperative and Youth Movements should provide everyday requirements of the people at a reasonable cost.
4. Cooperatives should have an able, constructive and practical panel of managers . In regard to establishing

an able panel of managers, Cooperatives should set up a Cooperative College to train potential cooperations in the field of management.

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Series No5 - 2I.I.1964

Report of Group B

- - - - -

Chairman : Mr. W.J. Boteju
Secretary : Miss Nur Aini Mubarak
Mr. Mohd Ismail Baluch

.....

Question No 1 : Whereas our group feels that cooperative activity among the younger generation in rural and urban areas must be organised to create a better and healthy nation, it is not possible to give a clear-cut answer to the form of organisation which can be promoted to encourage this activity, because every organisations functioning in the rural or urban areas before disseminating cooperative activity or knowledge must establish strong roots amongst the younger generation, it functions, catch their imagination and cater for their recreational and cultural needs.

Once the youth only has well entrenched itself the Cooperative activity is felt either by the younger generations themselves or by a very persuasive, efficient and purposeful propaganda of the Cooperatives. But we do not want to slam the doors to the cooperatives not to encourage cooperative activity if it has:-

- a) Resources and finances.
- b) Efficient trained carder which can effectively work the younger groups, and win them over to the cooperatives.

Question No. 2: Discuss the various sources for raising financing for youth cooperative activity?

1. Earmarking of funds from out of the levy collected from the net profit of the societies.
2. Donations from cooperatives and societies
3. Governments grants.
4. Raising of funds by the youth clubs themselves ou of dramas and charity shows.
5. Raising of sum of money of of individual projects encouraged by the youths.
6. Membership contributions
7. Aid from sister organisations, from foreign countries.
8. Donations from philanthropists

.....

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series No. 4 .20.1.64

Report of Group B

Chairman : Mr.Lemeki Rasalato

Secretary : Mr.Muhamed Ismail Baluch

...

Question No. 1 :

The youth movement can contribute in the following ways by educating :-

- a. Education of the basic and fundamental principles of cooperation
 - b. Propagation by dramas and folk lores etc.
 - c. Tackling the young receptive minds who could be the potential leaders of tomorrow :
- ii) by actual participation the youth can introduce(a)modern and changed conception of cooperatives.
- b. by making an effective contribution in the general body meeting
 - c. by acting as a custodian of the larger interest of the community
 - d. the youth must attempt to replace the cooperative leadership in the rural areas and provide dynamism to the movement.

Question No.2 +

i) The task of developing national economies for the Asian countries is of paramount importance. It is a must. The development of national economy depends on various factors like :

- a. agriculture
 - b. industries
 - c. scientific and technological developments
 - d. cultural development
 - e. trade
 - f. fiscal policies
 - g. spread of social welfare programmes etc.
- ii) The cooperative movement can help in the following spheres like a) agriculture, b) industries, c) trade, d) fiscal policies.

Efforts are already on foot in most of the Asian countries in the above quoted spheres but there is a scope of improvement and making the cooperative sector a powerful wing of the national economy. Youth activities can help in the following spheres +

- a. agricultural sphere.
- b. industrial sphere with a special reference to industrial peace
- c. cultural spheres
- d. social welfare programmes and e. scientific and technological sphere.

Question No. 3 :

The following qualities are needed :

- a. he must possess rural background and be sympathetic to rural aspirations,
- b. he must be educated and intelligent with a quick grasp.
- c. he must function as one among the villagers and win their confidence
- d. he must arouse their respect by hard work and honesty and yet he should not be domineering.
- e. he must have a sound knowledge of the cooperation-both principles and practices.

- f. his passion for the cooperative movement must be the guiding factor of his entire approach in the rural areas.
- g. he must possess qualities of leadership and dedicated worker.
- h. he must be polite in his approach but firm in his outlook.
- i. he must cherish the democratic ideals and believe in them.

The programmes would vary from place to place and by and large many programmes would emanate from +

- a. conservatism
- b. illiteracy
- c. ignorance of the cooperative principles
- d. concerted and well planned opposition from the vested interests.
- e. a highly organised competition from the private trade in the rural areas, and the combination of monopoly and monopsony groups in the rural areas.
- f. a not too responsive and sympathetic rural population to his view point
- g. existence of numerous rational and caste groups in the rural areas
- h. the traditional character of the rural population and their opposition to radical changes.

...

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Series No. 4 20.I.64

Report of Group A

Chairman : Mr. Mustapha Bin Jaffar
Secretary : Mr. V.P. Cherian.

....

Question No. 1 : The following means and methods may be successfully adopted by the Youth Movement through Cooperatives to improve the Rural conditions in South East Asian Countries:-

1. Publicity and voluntary services
2. Disseminating cooperative education and knowledge
3. Promoting thrift and savings
4. Undertaking Economic Activities to improve the conditions in the rural areas.
5. Providing leadership.

Question No. 2 : Youth Movement should stretch their arms to the rural areas and embrace the rural youth uniting them into various united activities of which Cooperation may be the predominant. The role such movement can play may be mentioned as:-

1. To build up local leaders
2. To work for the rural development such as increasing production and income expanding employment opportunities creating common understanding, assisting Capital for Nations, educating the peasants in National Development policies etc.

Question No. 3 : The participants agreed that the following qualities are needed for a successful Cooperative Executive:-

1. Belief in Cooperative principles
2. Dedication to Service
3. Homesty and Business efficiency
4. Basic Education and Training
5. Intimate Knowledge of Local Conditions.
6. Ability to Understand and Persuade people

Such an executive normally will have to meet all or some of the following problems.

1. Existing Social and Economic Structure
2. Difficulty replacing the prevailing economic conditions, and other traditions.
3. The Traditional leadership of the village
4. Educational problems of the people
5. Religious and Political difficulties

.....

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series No. 5

21st January 1964

Questions

Question No. 1

What form of organisation can be promoted to encourage cooperative activity among younger generation in rural and urban areas?

Question No. 2

Discuss the various sources for raising finances for youth cooperative activity in Asian Countries.

....

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Day Programme for Tuesday, the 21st January 1964

Mr.Marian Radetzki will Chair.

- 9.30 - 10.15 a.m. Youth Activities organised by Cooperatives
Introduced by : Mr.N.A.Kularajah
General Manager
Malayan Coop.Insurance
Society, Kuala Lumpur.
- 10.15 - 11.00 a.m. Discussion
- 11.00 - 11.15 a.m. Group Photographs.
- 11.15 - 12.00 noon Organisation and Financing of Youth
Activities by Cooperative Societies
Introduced by † Mr.Abdul Majid
Principal
Cooperative College of
Malaya, Petaling Jaya.
- 12.00 - 12.30 p.m. Discussion
- 2.30 - 4.30 p.m. Group Discussions
- 4.45 - 5.30 p.m. "Possibility of Future Collaboration between
Youth Movements and Coop.Organisations in
South East Asian Countries"

Mr.M.V.Madane

- 8.00 p.m. Seminar Dinner at the Mandarin Restaurant
17 Jalan Bukit Bintang by ICA, WAY, CUM
& MYC. (FORMAL)

...

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Introduction to WAY Activities
Aims and Objectives of the Youth Movement

by

Mr. David W. Baad
Programme Coordinator
World Assembly of Youth
Brussels.

The Seminar here in Kuala Lumpur is an important part of the WAY programme for the 1962-64 period. It is our second major regional seminar for Asian youth, following closely on a seminar concerning Asian demographic problems which was held in Australia in December.

We have been most pleased to be able to cooperate with the International Cooperative Alliance in the preparations for this Seminar on Youth and Cooperatives. The ICA has become particularly noted for the work it has been carrying out in recent years in developing countries where the cooperative movement, both as an economic concept and a social concept, is gaining ever increasing numbers of adherents. Now that WAY and its Asian National Committees have decided upon a Seminar on Cooperatives, for purposes of interesting youth organisations in the movement and in activities in the cooperative field which youth organisations can carry out, it is a privilege for WAY and its National Committees that the ICA has put such effort into helping make the seminar a success.

We should also like to congratulate the Cooperation Union of Malaya and the Malayan Youth Council for their excellent work here on the administrative preparations for the project. Few more appropriate sites than Malaysia could have been found for Asia's first youth seminar on cooperatives. Cooperative work here is respected throughout the Asian Region, as well as all developing areas, and the Malaysian rural development scheme has been a service not only to Malaysia but an example for the whole region. Further, WAY welcomes the cooperation of its national committees and the affiliated organisations of ICA which have made possible a broadly representative seminar involving countries extending from Lebanon and Israel on the west to Fiji and Japan on the east. Youth organisations from almost every invited country are present here. Seldom has the response for a WAY regional event been so encouraging either in Asia or elsewhere. It augurs well for the success of deliberations here. It is certainly a commentary on the importance of the seminar theme.

Youth organisations in Asia have long cooperated closely in world-wide activities of the World Assembly of Youth. Their participation has been as active as that of any other world region.

Of the 57 national committees now affiliated to WAY, 13 come from the Asian region, giving Asia, along with Europe, the largest representation in the organisation. The important work of the Asian Committees in WAY International is reflected in the presence of five representatives from Asian national committees among the 18 regular members of the WAY Executive Committee. The Executive Committee, as you may know is the supreme executive organ of WAY, responsible for decisions on WAY's programme between meetings of the WAY General Assemblies.

Joseph Siow, herewith us at the Seminar, is a Vice-President of WAY, and another Asian Executive member, Takuo Kobayashi of Japan, will be here in a few days time. Mr. Kobayashi is also a former Rural Secretary of WAY which makes his participation most appropriate.

It is also notable that of WAY's four General Assemblies, held in 1951, 1954, 1958, and 1962 respectively, two have taken place in Asia. The 1954 Assembly took place in Singapore and the 1958 Assembly in New Delhi. The assemblies, which have been responsible for setting the operating principles of WAY and the broad lines of its policy, bring together youth representatives from all over the world, including both delegates of WAY National Committees and representatives of other democratic youth organisations. In 1958, in New Delhi, more than 400 youth leaders from some 100 countries were present. Some 500 youth leaders are expected at our 5th General Assembly in the United States next August.

The World Assembly of Youth, founded in 1949 - just 15 years ago, is one among many international youth organisations, yet unique among all the others. The unique of WAY is that it be a forum in which can participate youth organisations of all democratic tendencies ranging from religious youth organisations, to service groups, to student unions, to young worker organisations, to rural youth groups to political youth organisations. The members of WAY are national youth committees, or national youth councils. These Committees or Councils can be found across section of the nation's individual youth organisations. The YMCA, YWCA, Boy Scouts, Girl guides, the national union of students, youth of different political parties, young workers groups, rural youth etc. Later on at this Seminar we hope to have an address by Mr. Ravindra Varma, former President of WAY, on the activities of youth movements in the Asian region. We are certain of activities existing to date but will stress the role of Asian youth in the future, after all a much more important consideration for representatives here and Asian youth organisations in general. Before going on, however, to my discussions this afternoon of WAY and its work, I should like to touch on the aims and objectives of youth movements with reference not only to Asia but the other continents as well. Such an oralipsis, be it brief, is necessary as a frame of reference for a consideration of WAY's role and the utility of its assorted activities.

To begin with, as most of you know, one cannot talk about youth organisations, as if they were a kind of homogenous entity, all devoted to the same aims and objectives. In reflecting on the literally hundreds of different kinds of youth organisations in the world today, it would appear at first glance that about the only real common denominator is that they are formed by and generally concerned primarily with the problems of young people, young people meaning ordinarily below the age of 30. Different kinds of youth organisations which can be mentioned are educational and service groups such as the YMCA, YWCA, Boy Scouts, and Girl Guides which are ordinarily open to all youth in the country on payment of dues and subscription to a general set of objectives; service groups designed to involve youth in a particular type of service activity such as the Junior Red Cross or St. John's Ambulance Brigade; religious youth groups, ordinarily involving youth of a particular religious persuasion and designed to promote among youth an understanding and adherence to this persuasion; youth groups involving youth of and designed to meet the problems of youth engaged in a defined area of activity like young worker organisations, rural youth movements and student unions; youth groups set up to promote one social or political objective like the temperance organisations of Europe or the reform movement in Turkey

whose purpose is to propagate the benefits of Kemel Ataturh's reforms among the Turkish rural masses, individual youth clubs whose only purpose is healthy recreation and certain extra-curricular opportunity for young people, and political youth organisations established to promote the objectives of a national political party, or in some cases, to help in the promotion of a world political movement.

For many years the assorted youth organisations had a tendency to move predominantly within their own orbits, dealing exclusively with the problems of their members and the comparatively limited objectives of the organisations. Much very useful work was done and is still being done today in this vein. Simultaneously, almost all the youth organisations, regardless of orientation, have played and are playing a fundamental role in giving young people training in civic responsibility supplementary to what can be obtained in schools, and also invaluable leadership experience applicable to the greater responsibilities youth will assume in the adult world. In the past few years, however, more clearly than previously, has emerged the concept that there is fundamental value in all of the youth in a country, regardless of organisation, cooperating in a single framework at the national level. Part of this relates to the recognition of the importance of youth. The Minister for Agriculture and Cooperatives pointed out yesterday his Government's cognéance of youth being Malaysia's biggest asset. Youth, in fact, in most developing areas of the world forms well over half a nation's population, it is thus a resource whose training a national cannot neglect. But also and equally important, the impetus toward a national framework to coordinate youth work has come from the voluntary youth organisations themselves because of their recognition that youth organisations, acting in concert have a direct role to play in national development. Thus, more than ever before, and particularly in the past three or four years, one finds youth organisations cooperating nationally on schemes for combatting illiteracy, for rural development, for building libraries in rural areas, engaged in campaigns to protect natural resources, and, in some cases, engaged in programmes to instill among the illiterate masses an understanding of the democratic process, of why they should vote and why they should on so doing exercise independence of judgement. Examples of such tangible cooperation at the national level are probably still the exception rather than the rule. Practical abstacles such as lack of finance, and lack of qualified leadership have minimised the number of cases of such effective cooperation. It is clear, therefore, from ones contacts with youth leaders in international meetings that to an ever increasing extent, that there is a recognition that a youth organisation's aims and objectives and responsibilities now transcend the limited framework of the individual organisation's constituency. They extend to the problems of society as a whole.

The unique role of WAY, in international youth work, has been the opportunity it has provided for contacts and exchange of ideas among not only youth of different regions but among youth of different kinds of youth organisations. The role, of course, has been played not only at the international level through the cooperation among different kinds of organisations within the national committees. Fundamental in WAY is that the multifold and diverse kinds of youth organisations can cooperate freely and in a spirit of mutual respect. The opportunity for exchange of ideas and contacts is not, however, the only function or necessarily the most important function of WAY. WAY in its early history, at its 2nd council in Istanbul, adopted the Universal Declaration of Human Rights as its basic document, as its basic set of principles. WAY's adherence to the principles of this documents has led its member youth councils to a number of important resolutions and actions on violations of human rights in all over the world. We would mention, by example, WAY's stands on apartheid in South Africa, racial discrimination in the United States, colonialism in Angola, Algeria and numerous other African States, economic imperialism in Latin America and totalitarianism in States like East Germany, Spain and Portugal.

WAY, however, in subscribing to the universal declaration, is committed above all to promoting constructive youth programmes which will contribute to the eradication of the great human misery and suffering, the plight of millions upon millions in the world today, well over half the world's population. It believes that this suffering, manifested in hunger, illiteracy, unemployment, institutionalised social inequalities, racial discrimination and numerous other ways, is the profoundest of threats to worldpeace and a major reason for the oppressive, undesirable regimes that rule in far too many places in the world. It also believes that in helping to relieve this suffering, lies an important responsibility of voluntary youth organisations everywhere.

The planning of WAY's programmes takes place, as mentioned above, at the general assemblies where all member national committees are present. The basic planning at the Assembly takes place in a three stage process. First, delegates divide into eight or ten separate commissions to discuss broad youth questions and political, social and economic issues of contemporary importance. These commissions lay down the general lines of WAY policy. Then delegates move into a second set of commissions in order to translate the general lines of policy into precise programmes. There are five of these commissions, one concerning young workers' questions, one on rural youth matters, one on violations of human rights, one on general youth programmes and one on administrative matters. Finally, the results of the two sets of commissions are discussed in the Assembly in full plenary and from the plenary the final WAY programme emerges.

The responsibility for implementing the Assembly's programme proposals lies with the WAY Secretariat which is located in Brussels. The members of the Secretariat - who currently come from Sweden, Congo, Cuba, the United States, Belgium, India, Australia, Peru and Morocco - are elected by the Assembly on WAY Executive, or in three cases, appointed by the Secretary General on authority from the Executive.

The programme, through the years, has been extremely diversal, which is natural in an organisation embracing a highly diversified constituency. Projects have been organised for young workers and rural youth. There have been regional seminars and conferences for youth of organisations of all tendencies. There is a publications programme, including two periodicals, the WAY Forum and WAY Review, and numerous special brochures on individual aspects of youth work. There have been campaigns of solidarity with youth suffering from violations of human rights such as in South Africa and Angola. There have been programmes especially for young women. The projects have been diverse in character and have touched youth in all the different continents. WAY activities during the 1958-62 period alone, between the 2nd and 4th General Assemblies, included general regional seminars held in Vietnam, India, Malaya, Japan, Tunisia, Mali, Tanganyika, Costa Rica, Cuba, Holland, Belgium and Scotland; regional or international young workers events in India, Peru, Switzerland, Belgium and Morocco, and regional and international rural projects in Israel and Holland. Among the most notable of these projects were the ones held here in Asia, the Regional Seminar in Viet Nam, in January 1961, concerning "the Role of Youth in National Reconstruction". The seminar in India in December 1961 being on the theme "the role of youth in community development and fundamental education" and the seminar in Malaya in May 1962 concerning cooperation among youth organisation in the countries where the Malay language is spoken. The seminar in Japan, in 1959, was on the peaceful uses of atomic energy.

Perhaps the foremost values of these activities have been the contacts youth leaders have been able to make with youth leaders from other countries in their region and other continents. These contacts have been valuable for the new ideas youth leaders glean for implementation through their own youth organisations. The contacts have also been valuable for promoting the growth of the individual youth leaders.

who attend the events. WAY has been pleased to note that a number of young African leaders, in particular, including John Karefa Smant, FM of Sierra Leone, Osook Linson, former FM of Dahomey, and Kenneth Kaunda, future PM of Northern Rhodesia, have paid tributes to their experience in WAY events as being important in their growth as national leaders.

For an international organisation like WAY, the provision of opportunity for such contacts and the training which results for youth leaders in having overseas' contacts and in participating in international meetings are probably enough to justify its existence. Although individual governments, and also governmental international organisations like UNESCO and the ILO, are providing more and more overseas travel scholarships and study grants for young people, there will always be through WAY, the assurance that it is young leaders of free and voluntary youth organisations who are having the overseas' opportunities and the WAY Programmes also ensure that their contacts are with young leaders of other free and voluntary youth organisations.

WAY however, has been giving increasing attention to ensuring that its world wide programme of activities is more effective in strengthening individual national youth organisations. As part of the same process, it is attempting to ensure more than before that its project directly assist national youth organisations in increasing the value of their own work both vis-a-vis their nation's youth communities and vis-a-vis their communities as a whole. Particularly important in this vein are programmes which will increase national youth organisations capacity to deal with educational and social problems of youth and also the more general, yet often pressing questions of economic and social development of their countries. These are the programmes, WAY feels, which will enable youth organisations to act positively and constructively for the furtherance of the principles and objectives of the universal declaration of human rights. Pious resolutions in favour of the declaration and against violations of it are of peripheral utility. Practical projects, organised by youth themselves or in cooperation with their governments, or with other non-governmental organisations, serve much more directly the aspirations, of youth everywhere for real service to their nations and their peoples welfare and to the welfare of the world at large.

I should like to touch briefly on some of these programmes. By doing so, we would hope to give an idea of how WAY might most effectively help the national youth councils here in Asia where the economic and social challenges of the most populated region of the world are most staggering indeed.

First, subsequent to the 1962 assembly, WAY has begun a programme of national seminar. Thus so far eight of the national seminars have been held, four in Africa - in Somalia, Gambia, Basutaland and Congo (for Angolan youth), two in Asia, in India and Japan, and two in Latin America, in Nicaragua and Panama.

The purpose of the national seminars has been to bring together leaders of all the major democratic youth organisations in a country so that they might work out clearly defined projects which the youth of the country in unison might undertake. It might be said that meetings of the national youth councils serve the same purpose. The special value of the seminar, however, is the time available for an analysis of a country's needs and the needs of its youth, an analysis of youth organisational recourse, and thorough discussion of precise projects which youth can implement, given the needs and the resources. Also, as a by-product the seminars, it has been noted that the bringing together of 45,50,75 top youth leaders for 7-10 days discussion focuses a nation's attention on youth needs and youth interest and intend on doing something about the. This can result, and has

resulted in governmental interest in working more closely with youth organisations on the nation's youth problems.

Secondly, at the national level, WAY is undertaking a programme of training courses for youth leaders. The first of the training courses began in late December for Nigerian youth leaders and will run for five weeks until the end of January. The course, being organised in cooperation with the Nigerian youth council and the Ministry of Social Welfare in Nigeria is giving approximately 35 young Nigerians training in leadership skills, ways of running effective youth projects and ideas of services youth organisations in Nigeria might provide. A second course is expected to take place in a few months time in India. This course will involve approximately 20 Indian youth leaders plus a number of youth leaders from immediately surrounding countries including Ceylon, Pakistan and Nepal. In addition to these courses WAY is now setting up the first of a series of training teams whose purpose will be the promotion of rural youth organisations and rural youth work. The first of the teams will work in three, perhaps four, West African Countries, cooperating with the governments in establishing rural youth organisations and planning, with the organisations, activities which can be undertaken to help the rural populations increase crop yield and also play a larger role in their respective societies. The itinerant training team scheme is now being worked out with the FAO and it is possible that it will be included among projects of the Freedom from Hunger Campaign.

We would also mention, among a number of other WAY projects at the national level, the publications programme in regional languages. WAY has particularly tried to have its universal charter for young workers circulated in regional languages since it is the only existing complete statement on the special problems of young workers and the rights they should have vis-a-vis other workers, their employers and their governments. The charter has been in existence since 1958 when it was formulated by the 3rd WAY Assembly in New Delhi. Since that time it has been published and circulated widely in English, French and Spanish - the official languages of WAY - and also Portuguese, Hebrew, German, Arabic and the Asian languages of Japanese, Malay, Tamil, Hindi, Gujarati and Chinese. The publication of the charter in the Asian languages should do much to further awareness of young workers' rights among millions and millions of working youth who have not been trained in international languages. The printing of the charter in additional languages also promotes the work of young workers' movements in these countries.

But, in addition to the increased emphasis on national programmes, WAY has been attempting to give increased substance to its regional and international seminars so that participants in them will not only profit from contacts but will pick up tangible and detailed programme ideas for implementation in their own national situations. This can be seen in the regional seminars and conferences organised since WAY's 1962 assembly. Rather than general regional meetings on a very general subject, the seminars since 1962 have concerned one single question of importance to youth organisations. In Europe, there have been organised two seminars, one concerning the impact of the common market on European agriculture and the situation of rural youth and one concerning European youth and its use of leisure time. This latter topic is of continuing urgency to European youth organisations. Inadequate opportunity for youth activity outside school hours or after work or for those who are unemployed is one of the causes of juvenile delinquency.

with

In Africa, WAY's regional event has concerned/the problem of rural exodus, the phenomenon of large numbers of young people leaving the rural areas for the bright lights of the cities. This

problem is preoccupying most of the governments of West Africa, their economies, for the most part, being dependent on increased agricultural production. It is a problem also because of the absence of job opportunity in the cities. Almost all major West African cities have serious unemployment problems and as a result widespread juvenile delinquency. The purpose of the WAY Seminar, organised in Cooperation with UNESCO, FAO and the ILO, was to work out programmes which West African youth organisations might carry out in cooperation with their governments to stem the exodus from the rural areas and to encourage city youth - at least the unemployed - to return to agricultural life. Some West African youth organisations are already engaged in projects which accrued from the seminar. Among the projects were the establishment of experimental farms where youth from the cities could receive training in modern agricultural techniques for use not only by themselves when they return to farming but so that they might pass them on to their rural communities as a whole. The experimental farm thus serves the purpose of not only giving a rootless youth a new responsibility in life, something to sustain his previously unsatisfied ambition, but also contributes to a basic West African need - increased agricultural production.

The Seminar here on Youth and Cooperation was conceived in the same vein as the rural exodus seminar in West Africa, and the seminar on youth and leisure, the common market seminar and a seminar on agrarian reform which WAY is organising in April in Latin America. WAY evidently, at this stage of the seminar, is not in a position to gauge the tangible ideas for Asian Youth programmes which will emerge. We would hope, however, that the seminar recommendations will include precise proposals for cooperative projects which Asian youth organisations can actually carry out, given their available financial resources. WAY is committed, in organising this seminar in the first place, to do what it can to cooperate with Asian youth in making the follow up to this event a success. The cooperative field, undoubtedly, contains an indefinite number of possibilities for translating into tangible proposals the very clear desire among Asian youth organisations to work more effectively not only on behalf of their youth constituencies but in the interest of overall national development.

.....

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series - No. 4

20th and 21st January 1964

Questions

Question No. 1 :

How can youth movement contribute, through cooperatives, to the improvement of the conditions in the rural areas of the Asian Countries?

Question No. 2 :

Discuss the role of the Cooperative Movement and the Youth Movement in developing national economy in Asian Countries.

Question No. 3 :

What are the qualities needed for a successful cooperative executive in a village cooperative and what are the problems he must be able to deal with in such a situation?

....

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Day Programme for Monday, the 20th January '64

9.00 - 10.15 a.m.	Panel Discussion on "Role of Cooperatives and Youth in National Development"
	Chairman : Mr.M.V.Madane
	Panel Members : Dr.Jehuda Don : Mr.Marian Radetzki
10.15 - 11.00 a.m.	Educational Needs of Youth for the Development of Future Cooperative Leadership
	Introduced by : Dr.Jehuda Don Bar-Ilan University Israel.
	Chairman : Mr.K.Subramaniyam
11.15 - 12.00 noon	Discussion
12.00 - 1.00 p.m.	Group Discussions
2.30 p.m.	Study Visits
Evening	Free

....

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series No. 3 - 18.1.1964

Report of Group C

Question No.1 :

The Group feels that cooperative youth groups in whatever forms :

- a) youth section within a cooperative society
 - b) cooperative societies among the youths
- can undertake the following functions in Asian countries.

1. Training of leadership in the cooperative movement
2. Character building of the youth.
3. Business Training.
4. Running a democratic institution.
5. Training youths for future membership in the coop. movements.
6. To inculcate the habit of thrift and savings.
7. To serve their economic and social needs.

Again the group feels that the above functions do not vary, but their implementation do according to the stages of cooperative development in each country.

Question No. 2 :

The types of cooperative literature that will be needed to educate the youths in cooperation according to age groups are as follows :

- a. scrap books.
- b. posters and charts
- c. booklets
- d. films
- e. books
- f. leaflets and bulletins
- g. slides
- h. newsletters
- i. journals
- j. scripts.
- k. publishing articles in the press.

The group feels that **keeping in mind**

1. to create an awareness among the youth of the existence of cooperatives,
2. to introduce the cooperative movement to the youth,
3. to create cooperative activities,
4. to create cooperative leadership,

the subject areas that should be covered are as follows :

- a. information of cooperative activities especially on youths,
- b. knowledge of cooperative principles,
- c. how cooperative societies are organised,
- d. how cooperative societies are run,
- e. benefits that cooperatives can offer to youths.

Bulletins and publications should not include articles on cooperation only, but should also include articles and information of general interest to youths e.g. cartoons, short stories etc.

....

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series - No.3. 18.1.1964

Report of Group A

Chairman : Mr. V.P. Cherian

Secretary: Mr. M.D. Fernando

Question No.1 :

The group agreed that the following functions can be successfully undertaken by cooperative youth groups.

1. Develop and expand the cooperative movement.
2. To disseminate economic and social knowledge.
3. To engage in cultural and sport activities.
4. Create the habit of self-help.
5. Create the leadership.
6. Acquaint with problems.
7. Develop knowledge of business and management.
8. Create incentive for cooperative activity.
9. Training in democratic way of life to be a good citizen
10. To undertake productive activity.
11. To provide humanitarian and social services.

The group felt such functions vary according to the following reasons in each country.

- a. Local conditions.
- b. Relative progress of cooperative movement.
- c. level of education.
- d. availability of leadership.

Question No. 2 :

The participants of the group unanimously agreed that the following types of literature will be required to educate the youth.

- a. Posters and pamphlets.
- b. Lessons in various types of coop. work according to the age group.
- c. Exchange of literature.
- d. Films and slides.
- e. Newspaper columns, magazines and etc.
- f. Audio-visual aids.

Further the group agreed that the subjects mentioned below may be covered by such literature.

- | | |
|---------------------|------------------------------|
| Coop. Information : | a. Statistics |
| | b. History |
| | c. Model. |
| Related Problems : | d. Accountancy. |
| | e. Management and leadership |
| | f. Social and Economics |
| | g. Cultural |
| | h. Values. |

The group was of the opinion that the above mentioned subjects are interrelated with cooperatives and therefore require illustrations.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Series No. 3 - 18.1.1964

Report of Group B

Chairman : Mr. Jai Biharilal Khachi
Secretary: Mr. Mohammed Ismail Baluch
Asst. Secretary : Miss Nur Aini Mubarak

.....

Question No. 1 : Cooperative Youth Groups in Asian Countries can undertake the following functions :

1. To create a suitable and healthy climate for democracy social justice and human values.
2. To develop and expand cooperative movement.
3. To disseminate social and economic knowledge, cultural activities and sports.
4. To create leadership.
5. To create habit of self-help and cooperation.
6. To get acquainted with cooperative problems.
7. To develop knowledge of business and sound management.
8. Training and creating sense of initiative.
9. To create incentive and initiative.

Yes. It is obvious that the functions of youth groups will vary from country to country as the developing nation march on. The importance attached by each state to the cooperative movement, the finances made available, educated and enlightened cadre is created, and a healthy atmosphere exists for practising the democratic way of life and pursuing the social objective. All countries will have to pass through different stages of progress and therefore it is but natural that such functions would vary from country to country.

Question No. 2 : The following types of cooperative literature will be needed to educate the youth on cooperation.

1. Printed literature.
2. Charts and graphic literature.
3. Audio-visual aids.
4. Films
5. Dramas
6. Television

The literature will have to be in the national and regional languages keeping in mind that the cooperative literature cater for different age groups.

The literatures should have socio-economic bias, cultural bias, leadership oriented programme, stress on democratic and human values, history principles and practices of cooperative movement in various countries through various stages. Since cooperative movement is a dynamic movement the youth have to be stimulated with its principles and objectives. It is on the youths of today that the tomorrow of any country depends.

.....

International Cooperative Alliance
New Delhi.

World Assembly of
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Day Programme for Sunday, 19th January 1964

Chairman : Mr. David W. Baad

- 9.30 - 10.15 a.m. Areas of Common Interest to Youth Movement and
Cooperative Societies
Introduced by : Dr. Jehuda Don
Bar Ilan University
Israel.
- 10.15 - 11.00 a.m. Discussion
- 11.15 - 12.00 noon Cooperative Activities Organised by Youth Mo
Introduced by : Mr. Ravindra Varma M.P.
Former President
World Assembly of Youth
New Delhi.
- 12.00 - 1.00 p.m. Discussion
- 3.00 - 4.30 p.m. Film Show
- Evening Free

...

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Discussion Series No. 3 - 18.1.1964

Questions

Question No. 1 :

What functions can be undertaken by Cooperative Youth Groups in Asian countries? Do you think such functions will vary according to the stage of Cooperative development in each country? Why?

Question No. 2 :

What types of cooperative literature will be needed to educate the youth in Cooperation? What are the subject areas that should be covered by such literature? Why?

....

REGIONAL SEMINAR ON YOUTH AND COOPERATION
Report of Group A

Group Discussion Series No. 2 - 15.1. 64

Chairman : Mr. M.D.Fernando

Secretary: Mr. Abdur Rahim Pathan

...

Question No. 1 :

Production can be increased either by intensifying agriculture i.e. putting more capital and labour to a certain given amount of land or by opening up new land for cultivation. The workshop is of the opinion that at the prevailing circumstances in South East Asia, the first method is of greater importance.

The workshop is of the opinion that the basic requirements for increasing agricultural production in South East Asia are : a. improved methods of cultivation, b. provision of capital for credit purposes, c. increased agricultural know-how, d. betterment in communication and marketing. At present marketing and credit facilities are as a rule provided either by money lenders or capitalists and in certain cases by cooperative societies. As far as advice on methods and know-how is concerned it is usually the government agencies who are providing these services. The delegates from Ceylon, Sarwak and East Pakistan would like to have their services of expertise and technical aid improved. However, the delegates from Malaya and Singapore are satisfied with the situation they are concerned.

Certainly the cooperatives can bring about a **change** in the rural economy by providing services mentioned below +

- a. by providing credit facilities
- b. by introducing technical knowledge
- c. improvement of communication
- d. marketing of agricultural produce.

By providing easy credit facilities to the cultivators through cooperatives, can help the rural people from the clutches of the money-lenders and other sources of credit. Communication ensure marketing of goods to consumers. Marketing of produce can increase income as middlemen are eliminated.

Question No. 2 :

Formation of consumer societies can ensure supply of goods at fair prices to the members , unadulterated, **correct** weight and measure.

The **precautions** that have to be taken to ensure **competition** from private traders are :

1. adequate capital in order to enable the societies sufficient supply of goods.
2. Location of store.
3. Proper and efficient management by the committee.
4. Proper management by the managerial staff.
5. Efficient service by the employees.
6. Goods should always be in stock and to the requirements of the members
7. Proper maintenance of accounts and regular audits.
8. Credit should as far as possible be discouraged. Should credit be given must ensure of regular payment.
9. Good propaganda so that the members should be aware of the goods sold and activities of the society should be undertaken.
10. Free services whenever possible such as delivery of goods.

Question No. 3 :

Students cooperative stores can help the students economically in :

- a. sales of stationary - can sell stationary very much cheaper.
- b. Canteens and truck-shops - can provide good food at cheaper prices.
- c. Students can sell their used books and students can buy them by which both parties can benefit.
- d. earn dividend and rebate.

Developing Personalities †

- 1. Learn business organisation
- 2. Learn to administer business
- 3. Learn democratic running of an organisation
- 4. Leadership
- 5. Thrift consciousness
- 6. Psychologically and socially developed.

.....

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Report of Group B

Group Discussion Series No.2 - 15.1.1964

Chairman + Mr. Othman bin Mohd. Alif

Secretary: Mr. M. Ismail Baluch
Miss Nur Aini Mubarak

...

Question No.1.

The group unanimously agreed that the basic requirements of the rural population for increasing agricultural production are :-

- a. Land reforms schemes of the government in the respective South East Asian Countries.
- b. **Scientific** and technical approach to agriculture.
- c. Dissemination of the results of the research on agriculture to the farmers.
- d. Education to the farmers.
- e. Sufficient Capital.
- f. Marketing Facilities.

How are the requirements generally provided in South East Asian Countries?

The group unanimously agreed that the above requirements are provided by the Government and the Cooperative Movement which acts as intermediary organisation.

How Cooperatives bring about a change in the rural economy by providing these services?

The group agreed that the answer should be in the positive.

How can cooperatives bring about a change in the rural economy by providing the above services?

The group agreed that cooperatives can play a major part in bringing about a change in the rural economy by providing the above services by acting as liason between the various responsible Government departments and the farmers.

Question No.2 : What services can the consumers cooperative societies provide to ensure distribution of consumer commodities to people? The services that can be provided are :-

- a. a fair and reasonable price.
- b. supply of goods of correct weight and measures.
- c. supply of unadulterated goods.
- d. adequate supply of goods.
- e. mobile cooperative stores.

What precautions will be required to be taken by the consumer cooperative societies to compete effectively with private traders? The precautions are :

- a. supply must be according to demand.
- b. prices should be according to prevailing market price.
- c. regular supply of commodities.
- d. quality goods.
- e. regular payments of rebates and payments.
- f. prompt and reliable services.
- g. continuous education of members.

Question No. 3 †

Efficiently run the students cooperative stores can help the student community economically by three ways.

- a. the prices might be competitively low.
- b. there might be a concessional patron for the less fortunate students.
- c. the deferred payments if possible may help a substantial section of the student community to earn their wages.

Personality †

Psychologically speaking personality is conditioned by various social and economic factors. If cooperation is practised as a way of life by any community it is bound to have its repercussion on the younger generation and their personality is likely to be conditioned in a particular pattern. But unless that happens the students' cooperative stores may help to focus or highlight only certain intricate qualities in their youth if properly tapped may be a great asset to the society. It is therefore necessary that a follow up by a sympathetic group of teachers is given we can help to strengthen the business acument and cooperative spirit. These factors are also important ingredient in the building of personality.

.....

International Cooperative Alliance
6 Canning Road
New Delhi.1.

World Assembly of Youth
66 Rue Saint Bernard

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Day Programme for Wednesday, 15th Jan.'64

Chairman : Dr. Jehuda Don

- 9.30 - 10.15 a.m. Students Cooperative Stores in Schools and Colleges
Introduced by : Mr.M.V.Madane, Deputy Director,
ICA Education Centre, New Delhi.
- 10.15 - 10.45 a.m. Discussion
- 11.00 - 12.30 p.m. Group Discussions
- 2.30 - 3.30 p.m. Group Discussions
- 4.00 - 5.00 p.m. Plenary on Section I & II - Chairman : Mr.M.V.Madane

...

1. Groups have been revised. Participants are expected to change. The revised list is available for distribution.

2. The bus from the Cooperative College will start at 8.30 a.m. on 16th January for a visit to Tangung Karang. Breakfast will be served in Tangung Karang. Participants will return for dinner to the college.

3. Also on 17th January, breakfast will be served at 7.30 a.m. The bus for visiting the Operation Room will start from the College at 8.30 a.m. and will reach at the Room at 9.00 a.m. At about 10.00 the visit will be over and participants will then be taken to Port Dickson. There is no seminar programme on this day.

In the evening on 17th January, the Malayan Cooperative Insurance Society will give a dinner in honour of the participants.

The participants are requested to contact the Travel Agent who is visiting the college to ensure their reservations for the return journey.

....

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Report of Group C

Group discussion series No.2 - 15.1.1964

Question No.1 :

For the rural population to increase the agricultural production, certain basic requirements of the agriculturists have to be met adequately. These can be summarised under the following broad headings :

- i. Better seeds and fertilisers
- ii. Improved methods of agricultural husbandry and improved implements.
- iii. Adequate credit on fair terms.
- iv. Improved marketing facilities (which act as incentive to induce greater production).
- v. Adequate protection of crops against pests, insects etc.

The requirements are provided partly by the cooperatives and partly outside the cooperative system of organisation. For example, (i) above is provided in Asian Countries through cooperative credit societies and supplemented by loan from money-lenders and financial institutions. The benefits of improved agricultural techniques perfected in agricultural research institutes are passed on to the agriculturists by the agricultural extension workers of Government agencies. Again, Governments step in to help provide improved fertilisers, often subject to subsidy, and also more efficient tractors, ploughs and other implements. Another factor is provision of improved drainage through irrigation. Also in regard to (iii) above, governments help the movement by channelling credit through the cooperatives for the benefit of the agriculturists, repayable in instalments at harvest time. Finally, improved and efficient marketing arrangements (including goods storage and transportation facilities) can act as an incentive to boost production.

In the light of the above it is emphatically the case the cooperatives can bring about a change in the rural economy by providing these services. They can do so through the beneficial effects of the operation of agricultural credit societies, processing and marketing societies (which also provides cooperative storage, grading and transport facilities) and, last but not least, better farming societies particularly in the field of propaganda and education as regards better farming techniques.

Question No. 2 :

Consumers' Cooperative Societies provide the following main services in ensuring distribution of consumer commodities :

- i. Efficient and regular supply at fair and stable prices of essential commodities.
- ii. Helping to overcome an uneconomic distribution system.
- iii. Providing price leadership to the markets where private traders make excessive profits.
- iv. Avoiding problems to the consumer of short-weight/adulteration.

To compete effectively with private traders in providing the above services they will need to take precautions as indicated below +

- i. to handle and market goods no less efficiently than private traders, always aiming at maximum economy consistent with good service.

- ii. to ensure capital is sufficient for the cooperative requirements and make the capital go further by not deviating from cash trading.
- iii. to ensure loyalty of members by member education so that they appreciate the benefits of efficiently run cooperatives.
- iv. to pass on the benefits of efficient management through lower prices so that price leadership role is enhanced.

Question No. 3 +

Student cooperative stores can play a vital role in helping the student both economically and also to develop their personality.

Economically, cooperatives can help to ensure a regular and efficient supply at fair and stable prices of goods and commodities (also services in certain cases) regularly required by the student community. If the students cooperative stores efficiently stock and sell, sufficiently wide range of items including books, stationary, toilet requisites and patent medicines at fair prices, then the students benefit economically and they need no longer be dependent on private traders.

Again, the very participation of the students in consumer cooperative stores can help them in developing their personality. They widen their outlook and learn to appreciate the benefit of self-help and in time becomes self-reliant. Further, they gain invaluable experience in leadership and expertise in the art of management. Also, to the extent that other forums in the campus do not meet the need, a student cooperative store can act as a forum for discussion and deliberation amongst students of problems of mutual concern to them, thus enriching their lives.

Student cooperative stores are at present achieving some results but the group feels more young people could benefit economically and at the same time develop their personality if legislation in some countries is amended to enable youth under the age of eighteen to participate as full members in such stores.

.....

ICA EDUCATION CENTRE
Cooperative College of Malaya
Petaling Jaya
Kuala Lumpur.

Regional Seminar on Youth and
Cooperation, Kuala Lumpur
11th - 22nd January 1964

ORGANISATION AND FINANCING OF YOUTH ACTIVITIES BY COOPERATIVE SOCIETIES

by

Abdul Majid
Principal
Cooperative College of Malaya, Petaling Jaya, Kuala Lumpur

.....

Introductory

That there is a strong need to impress young minds with the possibilities of Cooperation is something which no cooperative education experts anywhere in the world will be prepared to disagree. The organisation of youth activities by Cooperative Societies will help a great deal towards moulding the minds of youths for cooperative action. The youths of today will become the leaders of tomorrow, and it is from amongst them that the Cooperative Movement will have to draw for its future leaders. In any comprehensive scheme of cooperative education, the organisation of a popular Cooperative Youths Movement should be given top priority. The surest and best way to spread Cooperation is to harness the enthusiasm and energy of youths to the propagation and practice of Cooperative Principles. The youths' organisation would be a powerful medium for spreading the cooperative message, for encouraging the habits of collective thinking and action among the young, and for teaching cooperative ideology, its achievements and possibilities in terms of happy and prosperous human relations.

Organisation

1. The best way in which youths may participate and help to spread Cooperation is by practising it in meeting their diverse requirements, e.g. book stores, canteens, entertainments, cultural, social and sports activities, community welfare services etc. There are more than one method by which cooperative societies can assist youths to organise their activities for the achievement of the above-mentioned requirements depending on their age groups.

a. The first method is for the individual cooperative society to organise the activities on a limited scale within itself and to confine the participation in these activities only to the young members of the society (18 to 26 years of age) and also to the young sons and daughters of the older members of the society between the ages of 15 and 26. The Committee of Management of the society will have to appoint one of its committee members to be a youth organiser who will have to draw up Rules for participating in and running the activity selected and agreed to by the Committee of Management.

b. The second method is for a group of cooperative societies to organise the activities together through their Union and leaving everything to the Union to do including the preparation of the necessary rules for participating in and running the activity selected and agreed to by the Union. As in (a), the Union will have to appoint one of its committee members as a youth organiser to take charge of the Youths' Section. Here again, participation in Youth activities will have to be confined to the same category of young persons as mentioned in (a) above.

c. The third method, and by far the best and most suitable for organising youth activities by cooperative societies, calls for the formation of a Cooperative Youth Club within the area of operation of each cooperative society. The club may either be organised by the youth organiser of each individual society or by the Union, depending on the best method agreed to by the societies and their Union. The membership of the club need not be confined to those mentioned in (a) above. Any youth between the ages of 15 and 26 may become members subject to other qualification that may be imposed. Properly organised, the club may be able by itself to undertake more than one activity at a time. The Club may either be totally exempted from registration or be exempted from certain legal requirements of registration.

2. In the democratic training of its members, the Youth Club has a tremendous responsibility - the responsibility of teaching by practical application, the method by which cooperative and democratic communities work.

3. It is strongly recommended that each club should be organised as a miniature civic community. This means that the business of the club must be carried on, and the activities planned and effected by the members themselves through democratically appointed committees.

4. Each club should have its own well defined constitution which should be prominently displayed in the club meeting room and with which every member should be familiar.

5. A good method of dividing up the executive responsibility among the committee is to model the club on Parliamentary lines, each committee member accepting responsibility for a specific section of the club's work, e.g. finance, education, food, outdoor sports, community welfare service, etc. (Appendix A explains what I mean). It would be necessary and helpful also to appoint a "Member Without Portfolio" in order to provide a source of help to other Committee members at very busy periods e.g. at socials, parents' nights, or other special functions. In addition, there must, of course, be the Club Secretary and Club Chairman. The latter should become the ex-officio member of all committees and sub-committees and be responsible for keeping all the machinery working.

Financing

1. The financing aspect is no doubt an important factor in the organisation of youth activities. For, it is obvious that without the necessary funds or without adequate funds, not much can be expected to be done in that direction. Success, therefore, depends to a great extent on the amount of funds made available for the purpose.

2. Where the activities are organised by a cooperative society for the benefit of its members and their families, then the society itself is expected to pay for the expenditure involved, inevitably from the common good fund. It is therefore necessary for a cooperative society not only to establish its own common good fund for this purpose but also to see that steps are taken to channel the flow of money into it from various sources regularly. The usual and regular sources of supply for this fund is of course a percentage of the annual net profits of the society plus the fines (if any) the society collects from its members; but in addition to that, the society may also be able to get contributions from members and well-wishers as well as grants from various governments, public institutions, philanthropic organisations, lottery boards (if any), etc. It may be possible also for the society to persuade members of liquidated societies in the area (if any) to donate their surpluses to it for financing youth activities. The income derived from the investments of surpluses of liquidated societies and proscribed claims of their members is also a good source of supply for the common good fund.

3. The same methods of raising funds from similar sources may also be adopted by a cooperative union where a group of cooperative societies have agreed to organise and finance youth activities through their union. The union may levy a cess on the member societies' annual net profit, and may either fix the amount of the annual contribution of each member society or increase the membership fee.

4. If a cooperative youth club has been organised and established by a cooperative society or by a cooperative union, then the management of the club will be left to its leaders. The role of cooperative society or the cooperative union will be merely to advise and to guide the club leaders whenever necessary and to keep the club supplied with funds in the form of grants or donations which may be paid out from the common good fund. In addition, the club will also be able to raise its own funds by collecting :-

1. Membership fees
2. Monthly contributions from members.
3. Deposits from members.
4. Donations from non-members.
5. Grants from various public institutions, philanthropic organisations, lottery boards (if any), Governments and other well-wishers.

Funds may also be raised through the sales of tickets for food, cultural shows, entertainments and field games.

5. Responsible for finance would be the Treasurer of the club whose duties would entail collecting subscriptions (or being responsible for ensuring that some one else collects them), keeping the books, and advising the committee on expenditure. It would be his responsibility to suggest what money would be available for a particular project and to see that the club remains solvent.

APPENDIX - A

Finance

The Committee Member in charge of finance is the Treasurer. He would be responsible for collecting subscriptions and receiving all other moneys on behalf of the club, for keeping the books of accounts and for advising the committee on expenditure. It would be his responsibility to suggest what money would be available for any particular project and to see that the club remains solvent.

Education

The committee member responsible for education would have many duties, some of them requiring the help of others, but would have the overall responsibility for seeing that the following duties are done :-

1. Maintaining regular contact with the appropriate cooperative educational authority in the area.
2. Sending reports to the local newspapers regarding the club's activities.
3. Arranging Educational Visits.
4. Supervision of the club's wall-newspaper. It would be his job to ensure that the newspaper is published in time and to make suitable contribution.
5. Booking seats for a club "theatre night".
6. Making proposals to the Committee regarding new educational activities and attending the meetings of all sub-committees doing work of an educational nature, including music and drama sub-committee.

Food

The committee member responsible for this section of the club too, would have to enlist the help of others, but he would be responsible for seeing :-

1. That the canteen is adequately staffed, on a rota system, and that the work is done efficiently each night. Three rotas might be necessary - one for preparing light meals, one for serving and one for washing up. Both boys and girls may share this work.
2. That the canteen accounts are properly and carefully maintained and that whenever and wherever applicable, the necessary returns required by any local food control office should be prepared and sent regularly. The committee member in charge is legally responsible for this and must, therefore, check the returns before signing them.

Outdoor Sports

The committee member in charge of this section would arrange rambles, cycling, and swimming expeditions, and arrange sports fixtures with other clubs. He would also be ultimately responsible for the correct return of all apparatus after every game.

Community Service

Many are the ways in which Youth club members could serve the community. The committee member in charge of this section would organise and see that some of the followings are successfully carried out :-

1. Raise money for International Hospitality Fund.
2. Entertain overseas guests at their club or in their homes.
3. Make toys for deprived children who live in orphanages or are boarded out with foster parents.
4. Visit patients at hospitals.
5. Become blood donors.
6. Entertain or visit old people at their homes, offering to dig their gardens, write or post their letters or do their shopping.
7. Decorate or renovate meeting rooms for themselves.
8. They can 'sit in' whilst parents go out together.
9. Raise money for worthy causes.
10. Give all possible assistance to their local cooperative society, especially the education section.
11. Act as stewards at meetings, conferences, etc.
12. Buy amenities for the needy, and many other good ideas for community service if properly thought out.

.....

International Cooperative Alliance
New Delhi.1.

World Assembly of Youth
Belgium.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

YOUTH AND COOPERATION IN ISRAEL

Fifty-two years ago, about thirty-seven years before the establishment of the State of Israel, during the time of the Ottoman Empire, a group of workers organized themselves. Strengthened by the ideals of conquering the desert and building a homeland, despite the difficulties of nature, economy, and lack of experience and knowledge, they organized a society for communal living which was called -- kibbutz.

Since then, two hundred and twenty-six kibbutz have been established in Israel. Their part in determining the borders, in settling distant and previously uninhabitable areas, in freeing the country from the yoke of colonialism and in defending the Israel State, in creating the face of a new society and in directing the youth, the kibbutzim played a role out of proportion to their small numbers.

As the subject of this seminar is "Youth and Cooperation", I will try to limit myself to the influence of the kibbutz, unique to Israel, on the education of the Israeli youth on their problems and on their accomplishments.

There are many youth movements in Israel. The main principle in common to them is that of organizing movement graduates, mainly from urban areas, for communal settlement.

It is possible to organize the youth, between the ages of fourteen and eighteen, into groups for independent activities. The major concepts of their activities are: sharing, creativity, and preferring the general good over the individual's with the understanding that the individual also benefits from his contribution to the general good.

Groups of movement graduates volunteer for a special framework of the Army called "Nahal" -- Pioneering and Fighting Youth. This framework enables them to live a social and collective life: boys and girls together, they have a communal bank account and an opportunity to meet and discuss this society and its problems.

The groups spend part of their military service on an older kibbutz, taking an active part in the work of the kibbutz and learning to face its problems. After the completion of their military service, they unite and reinforce a young kibbutz or form a new one.

During the military service of the group, while they are experiencing the problems of work and of the society, while every man is important and needed, they send a delegation of their best members to fill leadership positions in the youth movements in the city. There are two main reasons why they volunteer: one, the national need to educate the youth and to organize it into a positive and orderly framework and secondly, also a national need, promoting the growth of the kibbutz movement, thus guaranteeing its continual existence.

You must understand that it is not quite as simple as my article seems to indicate. The situation that exists in the world today---: that is to mean the tendency to work for material gains, and the lack of concern for the general welfare, etc. -- is our opponent in Israel and the fight against these phenomena is our daily battle.

The kibbutz movement constitute today only five percent of the population of the country. Many of the youth who were educated in the youth movements and who volunteered for the "Nahal", upon receiving their military discharge, leave the kibbutz and return to the city.

Even though only twenty to thirty percent of the graduates of the youth movements remain in the kibbutz, those who do not remain, absorb a sympathy for mutual assistance, for the idea of collectivism and for cooperation. If we view the kibbutz as the chief aim of the youth movement, it is obvious that the kibbutz influence all the other forms of cooperation.

Because of the youth movements that set the collective as their aim in life that is, that the individual exists for the sake of the common good and the community for the individual, many national duties have been successfully completed. For example: 1) The struggle against British colonialism used the kibbutzim as hiding places for weapons and as a place for the training of illegal soldiers usually graduates of the youth movements; 2) The settlement of uninhabitable, isolated desert areas; 3) The education of youth towards volunteering and towards the creation of new kibbutzim; 4) The establishment and provision of a homelife, foster parents, schooling, food and clothing for underprivileged and uneducated immigrating youth 5) The teaching of Hebrew to new immigrants, who arrive speaking foreign languages, by establishing short Hebrew courses on kibbutzim.

As a result of the interest in cooperation, with its possibilities for the development of the economy and for the raising of the standard of living, in addition to its spiritual values, certain youth movements, schools and students organizations, put before themselves new aims of different forms of cooperations.

In this field we are still in our first steps and have had failures as well as success. In the last two years cooperative groups have been organized, within the framework of the youth movements and Nahal, which receive their training in large established cooperatives. As a consequence, these groups have established a cooperative for construction, a cooperative for galvanization, a cooperative for garage repairs, and a cooperative for furniture carpentry, etc.

In the schools many classes have organized mutual bank accounts of the students to be used for parties and for helping needy pupils in buying study materials and clothes.

Cooperative student organizations established cooperative industries, such as stencil work, stationery shops, etc.

With the strengthening of the cooperative movement, there are also plans to initiate the movement into new fields. The social and technical youth clubs must adopt for themselves an educational program towards cooperation, with the help and the encouragement of the Israeli government and the general trade union movement.

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels

REGIONAL SEMINAR ON YOUTH AND COOPERATION

SECTION - II : 15.1.1964

Group Discussion Series No. II : Questions

Question No. 1 : What are the basic requirements of the rural population for increasing agricultural production? How are these requirements generally provided in Asian Countries? Can Cooperatives bring about a change in the rural economy by providing these services? How?

Question No. 2 : What services can the consumers cooperative societies provide to ensure distribution of consumer commodities to people? What precautions will be required to be taken by them to compete effectively with private traders?

Question No. 3 : Discuss the role the students cooperative stores can play in helping the students economically and in developing their personality.

....

International Cooperative Alliance
New Delhi

World Assembly of Youth
Brussels.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Discussion Groups

Each group will select Chairman and the Secretary from among its members. It is essential that the report is delivered to our office secretariat on the same day the discussions are held. The discussions will take place in the main hall for Group A, in Room 1 for Group B and in Room 2 for Group C.

Members of Group A

1. Mr. K. Subramanyam
2. Mr. Abdur Rahim Pathan
3. Mr. Man Harun
4. Mrs. Zaharah Mokhtar
5. Mr. Lim Chin Teong
6. Mr. K.C. Abeywickrama
7. Mr. Shigeto Hirayama
8. Mr. A.B. Gomez
9. Mr. M.D. Fernando
10. Mr. Cheng Yew Kiew
11. Mr. V.P. Cherian
12. Mr. Mustaffa Jaafar
13. Dr. Jehuda Don

Members of Group B

1. Mr. M.V. Madane
2. Mr. Afif Chaar
3. Mr. Jai Biharilal Khachi
4. Mr. Oeij Koen Lian
5. Miss Nur Aini Mubarak
6. Mr. Bunzo Kamimura
7. Mr. Muhammed Ismail Baluch
8. Mr. Lemeki Rasalato
9. Mr. Othman bin Mohammed Alif
10. Mr. W.J. Boteju
11. Mr. Do-Phan-Hanh
12. Mr. Ali Arguman

Members of Group C

1. Mr. David W. Baad
2. Mr. Muhammed Muslim
3. Mr. K. Dorai Raj
4. Mr. S.T. Sundaram
5. Mr. Jayant Bhatt
6. Mr. Mokhtar Omat
7. Mr. Clarence Munesinghe
8. Mr. Tang The Tuong
9. Mr. Patrick Leong Mun Sung
10. Mr. Hamdan Ali
11. Mr. Leon Magree
12. Mr. Chern Bamroongwongse

.....

International Cooperative Alliance
6 Canning Road
New Delhi.1.

World Assembly of Youth
66 Rue Saint Bernard
Brussels.6

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Report of Group C

13th January 1964

Chairman + Mr. Muhammed Muslim

Secretary: Leon Magree

...

Question No. 1 :

Improving the standard of living or increasing the income has been defined at the Seminar as **definition** of socio-economic development. Socio-economic benefits can be obtained through the cooperative movement in Asian countries as cooperatives enable people to obtain confidence in themselves, as individuals and as a community and creates creditworthiness in them. Cooperatives enable people to obtain credit to increase production, to improve farming. Cooperatives have helped provide better marketing, better housing and thus improving conditions.

Cooperatives have come forward to answer the needs of humanity concerning housing clothing, food, education and health which present many economic problems. Some of the difficulties in bringing socio-economic reforms through cooperation are as follows :

1. Illiteracy.
2. Lack of knowledge of cooperative principles amongst members and prospective members.
3. Members looking to the Movement for help, instead of taking the initiative themselves (possibly a relic of colonialism).
4. Lack of spirit amongst members resulting in disloyalty.
5. Lack of trained personnel.
6. Lack of interest shown by youth.
7. Prejudices.

Question No. 2 :

Not all the principles of cooperation are capable of being observed in present conditions in South East Asia. Those which are found difficult to follow in the present economic conditions in South East Asia and the reasons therefor are briefly indicated below :-

1. **Democratic control** : This would imply one-man-one-vote irrespective of the capital contributed by a member. As societies develop, it is sometimes the case that there arises a clash of interests between those who have contributed more than the minimum prescribed share and the others, with the former increasingly disgruntled over not having a bigger say in the affairs of the cooperative. This tendency can result in the winding up of the cooperative and the formation of a limited liability company instead.

2. **Limitation of Dividends** : Here again it is found increasingly difficult to explain to members this limitation of profit in cooperative societies when bigger returns on capital invested can be obtained from investment elsewhere, particularly in limited companies.

3. **Open Membership** : This principle is in certain circumstances found difficult to observe in practice and efforts are sometimes made to circumvent this by devious arrangements. This can happen where it is found that elements hostile to the progress of a particular cooperative endeavour to get into a society and gain control of it to subvert it to their own ends.

4. Cash Trading † While cash trading which is the rule in cooperative societies does stretch the capital to go further in practice it does present a difficulty for a cooperative society competing against established trading interests which extend credit facilities. This is a factor which leads to lack of loyalty, particularly where members are not sufficiently familiar with the principles of cooperation.

Question No. 3 :

The circumstances which existed when the pioneers of the cooperative movement came forward to organise cooperatives †

There was a working class which existed under poor living conditions. There was a gap between :

- a. entrepreneurs and workers resulting in the clash of their interests.
- b. manufacturers and consumers
- c. retail traders and consumers
- d. money lenders and agriculturists
- e. industrial workers and money lenders.

There appears to be a slight improvement and the opposing groups appear to realise the role of each other but the need to improve and better the economic needs of the common man with respect to better housing, better clothing, education, better working conditions, better health and medical aid is paramount and it can be best fulfilled through cooperatives.

Question No. 4 :

The most important forms of cooperatives in South East Asia are :

- Cooperative credit societies
- Consumer Cooperative stores
- Industrial weavers and shoe makers
- Consolidation of holdings
- Agricultural marketing societies
- Farming societies
- Housing societies
- Multi-purpose societies
- Thrift and saving societies.

The extent to which certain types of societies failed :

1. Credit societies : Those which were one man show and functioned with vested interest.
2. Weavers & Shoe Makers : They failed because they could not compete with the manufacture of mills and factories.
3. Marketing Societies : They could not contribute to the well being of the cooperators as they did not provide so much facilities which were afforded by the individual traders. Further it suffered at the hands of disloyal members.

...

Regional Seminar on Youth and Co-operation

Report of Group B

.....

Chairman : Mr. Jai Biharilal Khachi

Secretary: Miss Nur Aini Mubarak
Mr. Muhammed Ismail Baluch

....

Question No. I

The group unanimously agreed that cooperatives have the following benefits :

1. They raise the standard of living of people
2. Provide cheap and easy credit
3. Ensures quality, and standard goods
4. Ensures efficient marketing facilities
5. Encourages thrift amongst its members
6. Frees rural population from middlemen and money-lenders
7. Stresses on Member Education
8. Running of societies strictly on business principles of cooperation helps to build up a strong and efficient managerial cadre.
9. Provides good planning and good leadership with incentive.
10. Lays sound principles of democracy and social justice.

Difficulties :

Well-entrenched vested interests which would not allow the cooperative movement to succeed.

2. Movement in South East Asia would have to guard itself from the external dangers of money-lenders, middlemen and private entrepreneurs.

3. The movement must create from within a tempo to deliver positive economic results.

4. For countries in South East Asia Co-operatives as an ideal worth pursuing and achieving must be a directive principle of their economics and a mere change in political set up should not allow this ideal and concept to suffer.

5. Principle of neutrality of religion, race and politics generally are not strictly observed.

6. Lack of an educated, enlightened and efficient Co-operative cadre is a serious lacuna in the movement in South East Asia.

Question No. 2 : Principles of Co-operation difficult to follow in the present economic conditions.

1. Education : Principles of education have a mixed pattern in the South East Asian countries. In some countries education is still with the Government and in others it has been handed over to the National Cooperative Unions, but even in those countries the training and the education is continued to be highly subsidised by the Government.

2. Voluntary Basis : Even though the Movement in South East Asian Countries started with the Government initiative, the

voluntary basis of joining or leaving the cooperative was retained in the bye-laws. There is however a great scope in the sphere of making these cooperatives on voluntary basis more effective.

3. Democratic Control : The group is of the opinion that full and youthful democratic control is possible with an enlightened and educated participants in the movement. However this is a cardinal principle of cooperative movement and it should not be allowed to suffer at any cost. However there is a scope in many countries to make the movement completely democratic and completely deofficialised.

4. Cash Trading : Due to social, economic and traditional conditions existing in the South East Asian Countries it has not been possible to rigidly adhere to the principles of cash trading. This probably has resulted in giving a set-back to the Movement.

5. Neutrality : By and large societies with common social and economic interest have been a success. But there are occasions when only a special interest whether rational or religious have been protected or covered. The group feels that political influences and interferences should be kept off the cooperative door and the movement should be run purely on the basis of common economic interests.

The reasons for all these infringements of these cardinal Cooperative principles are:-

a) the colonial concept of the economy of the area, (b) lack of education and literacy, (c) absence of a driving force where colonial people could develop their economic institutions simultaneously with the waging of their war of independence from colonial powers.

Question No. 3 :

19th century concept of Laisses Faire wanted the government to let alone the cooperatives but there was misery and lot of confusion prevalent in the 19th century. 20th century is too impatient to pass through the same evolutionary processes. The group feels that the movement cannot afford to have the antipathy of the government but, governments must give positive and purposeful support.

Question No. 4 :

Housing, Marketing, Processing, Fishermen and Credit Co-operative Societies have contributed to the economic progress of South East Asian Countries. They are successful too.

Consumer Societies have however failed in the South East Asian Countries. Consumer societies do not have a very happy past in some countries of South East Asia even where they have succeeded it was due to the controlled and monopolised articles which were given to the cooperatives. The failure has been due to the lack of providing, matching, managerial and skilled facilities of highly organised private transactions. Strict adherence to cash principle was also a reason for the set back of consumer movements.

REGIONAL SEMINAR ON YOUTH AND COOPERATION

Group Report of Group A

Group Discussion Series No.1
13th January 1964

Chairman : Mr. K. Subramanyam

Secretary: Mr. K. Dorai Raj

...

Question No. 1 : What Socio-Economic benefits can be obtained through the Cooperative Movement in Asian Countries? Discuss the difficulties in bringing about socio-economic reforms through cooperation.

Cooperative Movement has a great role to play in many economic activities in Asian countries particularly in the fields of agriculture, medium and small industries, marketing and processing, storage, distribution, transport, housing etc. It contributes to the increase of production and incomes and to expansion of employment. More important is the social aspect of cooperation in the developing economies. Cooperative Movement promotes social cohesion and mutual obligation. The organisation of weaker sections of the community through coops. will act as a bulwork against exploitation. For increase of production in agriculture through the introduction of new techniques and for building up a prosperous agro-industrial base and for ensuring social justice, cooperation is, in our view, the only effective instrument.

Some of the difficulties which have stood in the way of bringing about socio-economic reforms through cooperation are mentioned below †

- a. lack of education
- b. limited resources
- c. existing social relationships based on caste, religion etc.
- d. lack of extension facilities for introducing better techniques of agriculture.
- e. absence of ownership rights on land in many countries.
- f. evils of sub-division and fragmentation
- g. absence of trained leaders and workers.

Question No. 2 : Which are the Principles of Cooperation which have been found difficult to follow in the context of the present economic conditions in South East Asia? Why?

The group feels that the following principles of cooperation may be difficult to follow in the context of the present conditions in South East Asia for the reasons stated against each:-

i) Cash Trading †

To the extent that thrift is promoted and extravagance is reduced among the members, this principle is very important. However, in most countries in South East Asia, the question is one of weaning the people from the clutches of petty retail traders, - cum-money-lender before making them loyal members of cooperatives. These people who enjoy credit facilities from the private trader for domestic consumer needs and for agricultural production requisites have first to be helped to get out of the debt. Secondly, for making cash purchases from the cooperative, they need money. In a subsistence economy the average cultivator or a consumer cannot raise the resources for both these purposes. The group, therefore, feels that until cash trading (which of course is desirable) becomes possible, credit sale should also be permitted to some extent. In the alternative, part of the credit available from the

non-agricultural credit societies could be made available as a credit line to be gradually redeemed by the borrowing members. So far as supply of agricultural production requisites is concerned, this cannot be on a cashed basis in this region in the present context. The short-term credit available to the cultivators from village cooperatives will have to be in the form of partly cash and partly agricultural supplies such as fertilizers, seed etc. and subsequently recovered from the sale of produce harvested.

ii) Open Membership :

The group agrees that membership in a cooperative should not be denied to any one who has common economic interest with the others in the society and also that membership should not be determined on the basis of race, religion, caste, creed, sex etc. The membership should be on a voluntary basis. But any rigid application of this principle in the present context has some limitations. For instance, "the common economic interest" among members would itself prevent "others" from becoming members. Similarly, the size of plant in a processing cooperative or the acreage under a particular crop which can support an economic marketing or processing cooperative sets a limit beyond which more members cannot be admitted.

iii) Political Neutrality +

This principle is very desirable in so far as the internal working of individual societies is concerned. The membership of the societies should keep aloof from politics and religion in relation to the working of the society. The group feels that in relation to the cooperative movement as a whole, the principle of political neutrality has some limitations. In questions of war and peace, defence efforts of one's own country against external aggression, rehabilitation of refugees etc. having political ramifications, cooperative movement cannot keep itself aloof.

Question No. 3 + Discuss the circumstances under which the early Pioneers of the Cooperative Movement worked for the establishment of cooperative organisations in the 19th century. How are these applicable to the organisation of cooperative societies in 20th century South East Asia? Why?

The circumstances under which the early pioneers of cooperative movement in the West of the 19th century worked are to some extent existing in many of the countries of the 20th century South East Asia. For example, exploitative tendencies, unemployment, underemployment, primitive methods of agriculture etc. are as much existing today in this region as in the 19th century West. The similarity would probably end there. In the South East Asian Region, the states accept the development of cooperation as one of their basic policies, while in the 19th century West, Governments were probably either neutral or positively against cooperative movement. Again, cooperation in the Asian region is an instrument of social and economic policies intended to ameliorate the conditions of the masses. The social life in Asia today which is based on tradition, family and individualism apart from caste, religion etc. is, we think, different from the prevalent in the West in the 19th century.

Whatever the divergence or similarity of circumstances of then and now, it is accepted by all that if economic development in South East Asia is to take place without recourse to totalitarian or state monopoly methods, cooperation is the only means and that cooperation must be enabled to succeed.

Question No. 4 : What are the most important forms of Cooperation which have so far contributed to the economic progress of Asian countries. Which are the forms that have failed and why?

The most important forms of cooperation in South East Asia are :-

- a. agricultural cooperatives which include societies for supply of credit and other production requirements, societies for marketing and processing, and fishermen's and dairying societies.

b. Non-agricultural credit societies, particularly thrift and credit societies, employees societies, urban banks etc.

c. Consumers societies

d. Other types of societies e.g. insurance, housing, forest cooperatives.

The group feels that it is not correct to say that any particular type or category of societies has failed. It is probably true to say/they have not made the /that requisite impact on the economic life of the people.

The important reasons for which some of these types of societies have not been able to develop to the extent expected are mentioned below :-

a. Agricultural :

- i) Size of village societies too small to the economically viable units.
- ii) Single purpose approach to the problems of agriculturists.
- iii) Absence of adequate and timely credit and lack of an integrated programme of credit, marketing, processing and storage.
- iv) Security-oriented approach towards the issue of loans and lack of emphasis on production.
- v) Lack of trained personnel to manage the societies.
- vi) Inadequate resources for long term development and lack of an organisational structure for long-term credit.
- vii) Not much emphasis on education of members and office-bearers.
- viii) Absence of land reforms and the evils of sub-division and fragmentation.
- ix) Lack of adequate transport and storage facilities.
- x) Absence of regulation on private money-lenders and speculators.

b. Consumers :

- i) Organisation not always based on felt needs.
- ii) Loyalty of members shaky.
- iii) Worked successfully so long as controls on distribution lasted.
- iv) Absence of trained personnel and lack of cooperative education among the members.
- v) Unfair and cutthroat competition from private trade.
- vi) Indiscriminate credit sales.
- vii) Rigid application of the principle of cash trading in many societies .
- viii) Heavy indebtedness and tie-up of members with the private traders and money-lenders.

.....

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels.6
(Belgium)

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur
11th - 22nd January, 1964

Background Paper on

Youth Activities in Cooperative Movement in Thailand

by

C. Bamroongwongse

Cooperative Inspector

Cooperative Credit and Marketing Department, Bangkok

In collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur. (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

ICA Regional Office & Education Centre
6 Canning Road
New Delhi, 1.

"Seminar on Youth and Cooperation,
Kuala Lumpur, Malaysia
11th - 22nd January 1964"

YOUTH ACTIVITIES IN COOPERATIVE MOVEMENT
IN THAILAND

by

C. Bamroongwongse

Cooperative Inspector

Cooperative Credit and Marketing Department, Bangkok

Students' Cooperative Stores

There were in 1963 three cooperative stores organized among students of two universities and a Teachers' Training College. All of them are pretty new and practically still at an experimental stage. The idea of their establishment, as perceived by the student organizers, lies in the economic interest as well as a training ground for students to learn how to manage their own business on a cooperative basis or, in other words, "learning by doing."

A university student of legal age is eligible for membership upon payment of entrance fee and subscription to a share capital in the university cooperative store. It is of limited liability type and administered under the general supervision of the general body of membership by the board of directors elected annually by the general body. The day-to-day business is discharged by a manager and a few clerks including a bookkeeper all of whom are students.

All three students' stores deal in books and stationery, and other storable commodities, such as clothes, sports goods, etc. They sell at market prices. Since their expenses are generally low, they make annual surpluses, a substantial portion of which is appropriated to reserve, common good fund and education fund. The residue is distributed as dividend on share capital and as patronage refund.

At the meetings of the board of directors and the general meetings, the young members have learned, through practices, the business organization based on the principles of self help, mutual help, and democracy.

Cooperative - Imitated Stores in Schools and Colleges

Two colleges in Bangkok have stores attached to the Department of Business Administration and Trade. Both of them are established for the purpose of supplementing instruction on trade and cooperation which is a subject of teaching in their curricula. They also provide practical experience in business administration and the working of cooperatives.

Students, teachers, and members of the administrative staff can apply for membership. As the Cooperative Law in Thailand requires that only persons of legal age, i.e., 20 years, can be members of the cooperatives, the college stores remain unregistered in order to attract a number of students who are still minors. Nevertheless their structure and working procedures are of cooperative nature. A board of directors is elected annually by the general meeting of members. The board assigns student members to serve in rotation as manager and salesmen.

The stores keep supplies of books, stationery, and sundry goods. They also run a food counter and refreshment. They make a fair amount of surplus annually, which is usually distributed as dividend on share capital and as a rebate on purchases. Besides, a sizable amount is earmarked for educational purpose, such as purchases of books for the colleges' libraries, and equipment. However a certain percentage of the surplus is credited to reserve in order to protect the stores from any contingency.

This kind of stores is also run by some Teachers' Training Colleges, and other vocational schools in other provinces on similar basis and for similar purposes.

Thrift and Credit Cooperatives for Salary - Earners

At the close of 1963 there were in Thailand 71 thrift and credit societies for salary-earners with a total membership of approximately 92,400 persons. They were organized among Government employees, especially teachers of various grades in both urban and rural areas. About one-fourth of the total membership are persons aged not more than 30 years, most of whom just entered the career.

Although the thrift and credit cooperatives have not established youth units separately, their main activities of inculcating thrift habit and encouraging savings as a primary objective, together with making loans for useful

purposes, have benefited all members. Not only their financial position is improved, but the practical knowledge of running a business on a democratic and cooperative basis is also gained by the members. They are proud of their organizations in contributing from their education fund to the good cause in the localities.

A number of young cooperators have succeeded in accumulating their small savings for essential and useful purposes, such as medical care, marriage, education, and housing.

In many societies, young members are elected to the board of directors and play quite an important role in shaping the policies and controlling the operations of the societies. It is worth noting that, apart from appropriating annual surpluses on similar line as other types of cooperatives, the thrift and credit societies set aside a substantial portion for the promotion of education in the localities.

Training of Leadership in Production Credit Cooperatives

There are at present four production credit cooperatives of a limited liability type. They were organized on a pilot basis for employing a "supervised credit method" with carefully selected and comparatively more enterprising farmers. As the cooperative's operating area covers a whole district (Amphur), its membership is relatively larger than that of the unlimited liability cooperative, and includes a fair amount of young farmers some of whom are well trained in vocational agriculture.

Informal groups of members are established in each cooperative, as intimate and compact units in which the dissemination of cooperative and agricultural knowledge and practices can easily be done. They serve also as the screener of membership applications before submitted for approval by the board of directors. Mutual control among the group members is another important function for keeping them all well disciplined as regard to their dealings with the cooperative. The groups involve no financial transactions and accounting at all.

Each group has a president and one or more vice-presidents, who are elected annually by the group meeting of members. Here young farmer members are trained to take their turn in conducting the group's affairs on the cooperative and democratic basis. Moreover, they are regularly given education and advice

on cooperative principles and practices as well as farm planning and management, including agricultural techniques.

These services are rendered to the farmer members young and old alike, both within their particular groups and at the general meeting of members. Over and above normal businesses and affairs, the board of directors is of course serving as a training body of the young farmer members to take their part when elected to the board. Young members in certain cooperatives are very active in helping organize annually "Agricultural Show" in their districts.

Briefly speaking, all farmer members of the production credit cooperatives have access to the extension service and supervision from the agricultural and cooperative officials of the Government departments, which are responsible for the expansion of a supervised credit programme in the country.

Conclusion

From the brief account of youth activities within the cooperative movement in Thailand, certain features common to all types of cooperatives can be noticed. First, more and more young persons are availing themselves of cooperative services, because those forming the age groups between 12 and 29 years are at present about 33.3 per cent of the total population. Secondly, youth activities are still narrow in scope. Therefore, a plan of improvement is needed if the cooperative movement can catch the interest and conviction of the youth. Thirdly, there have not, as yet, existed in any cooperative separate youth units to direct the effort and energy to the training of future leaders of cooperatives and to the collaboration with other youth organizations. Finally, there is ample room for the organization of students' cooperative stores and, particularly, school cooperatives. In this case, a change in the present cooperative law is necessary in order that minors can be admitted as, say, associate members in the school cooperatives as well as others. This is to ensure that the cooperative movement will always be invigorated by the admission of the enthusiastic and well-prepared youth.

International Cooperative Alliance
6 Canning Road
New Delhi

World Assembly of Youth
Brussels.6

Regional Seminar on Youth and Cooperation

Section I

Group Discussion Series No.1

13th January 1964

- Question 1 : What Socio-Economic benefits can be obtained through the Cooperative Movement in Asian Countries? Discuss the difficulties in bringing about socio-economic reforms through cooperation.
- Question 2 : Which are the Principles of Cooperation which have been found difficult to follow in the context of the present economic conditions in South East Asia? Why?
- Question 3 : Discuss the circumstances under which the early Pioneers of the Cooperative Movement worked for the establishment of cooperative organisations in the 19th century. How are these applicable to the establishment of cooperative societies in 20th century South East Asia? Why?
- Question 4 : What are the most important forms of Cooperation which have so far contributed to the economic progress of Asian countries? Which are the forms that have failed and why?

...

REGIONAL SEMINAR ON YOUTH & CO-OPERATIVES.

Review of Co-operative Development in countries of South-East Asia

By

G.S. Dass, Deputy Registrar of Co-operative Societies, Kuala Lumpur.

ORIGIN OF THE CO-OPERATIVE DEVELOPMENT:

A group of 28 weavers by contributing £28/- formed the Rochdale Society of Equitable Pioneers on 15th August 1844 in the small town of Rochdale in the Lancashire area in Britain. This became the first successful co-operative organisation to be organised in the world. In Germany, the first co-operative credit society with unlimited liability was formed in 1862. The Rochdale Pioneers laid down certain definite principles when they organised the first co-operative society and these principles are known as "Co-operative Principles". For the information of the participants of this Seminar, these principles are mentioned below :-

- (i) Open membership.
- (ii) Democratic control - one member one vote immaterial of the amount of shares that a member may have in the society.
- (iii) Patronage dividends (to be distributed in accordance with the support given by the members to their societies).
- (iv) Limited interest on capital.
- (v) Political and religious neutrality.
- (vi) Promotion of education.
- (vii) Cash trading

It will be observed that the Movement sprang up spontaneously and the development of the Movement to the present stage has been undertaken solely by the co-operators themselves without any form of assistance from any outside sources.

INTRODUCTION AND DEVELOPMENT OF CO-OPERATIVE MOVEMENT IN SOUTH-EAST ASIA.

The history and the manner of introduction of the Movement in the various South East Asian countries are not clearly known but it will be sufficient if we discuss the matter in general so as to enable us to have an idea of the present state of the co-operative development in these countries. For example in India, Ceylon, Burma and Malaysia, the development was introduced by the then colonial Governments as a matter of policy. In order to appreciate the reasons which prompted the Governments to introduce the Co-operative Movement, it will be helpful to know briefly the economic conditions that prevailed both in the urban and the rural areas. The urban salary-earners, the farmers and small-holders in the rural areas were firmly under the grip of money-lenders and shop-keepers. In the absence of any institution catering for the financial needs of these people they were forced to borrow from money-lenders at exorbitant rates of interest. Many of us here in Malaysia can still remember vividly the days when money-lenders posted themselves outside offices on pay-days to pounce on their victims. The farmers in the rural areas depended on village shop-keepers for their credit and other requirements and made repayments with their crops at harvest valued at many many times more than the amount they borrowed by them. The position was indeed bad and Government felt that the best way to solve this pressing problem was by the introduction of the Co-operative Movement through which the people could help themselves,

The Movement came into being in India in 1904. From the experience gained in India, the Movement was initiated into Malaysia in 1922 with the introduction of co-operative law and the establishment of the Co-operative Department. In Ceylon it is known to have been introduced in 1912.

The control and guidance of the Movement differ from country to country in South-East Asia in accordance with the Co-operative Law of the countries concerned. In Malaysia the Co-operative Development is a Federal subject whilst in India, for example, the development of the Movement is the responsibility of the State Governments with the Central Government having a distinct Co-operative Department for the promotion and development of co-operative societies which operate on All-India basis. In the various States of India Registrars are appointed for the supervision and control of co-operative societies in their respective States. In Japan and in the Philippines there are separate Departments charged with the task of developing fisheries co-operatives, agricultural co-operatives and consumer co-operatives and credit co-operatives. In most Asian countries, the Governments place very great importance in the development of the Co-operative Movement as an instrument for raising the standard of living of the people, and as such have appointed Ministers to be responsible for the promotion and development of the co-operatives.

The progress of the Movement in South-East Asian countries varies from country to country. For example, Japan is known to have made substantial progress in the fields of credit, agriculture and fisheries. India has also made rapid progress in credit, marketing and processing, whilst in Malaysia some progress has been achieved in thrift and credit, housing and insurance. If we are to examine more closely the development of the Movement in any particular country, we will find that the progress even differs from State to State. For example, the States of Madras, Maharashtra, Andhra Pradesh, and Gujarat in India have advanced in various fields of co-operative activities. In Malaysia, the Movement in the States of the West Coast has made greater progress than in the States of East Coast.

In view of the importance placed on the healthy and sound growth of the Co-operative Movement, Governments in most of the South-East Asian countries provide assistance to the Movement in several ways. We will consider later the assistance that are being given to the Co-operative Movement in this region by the respective Governments.

Being non-profit seeking and self-help organisations, co-operative societies in Malaysia are extended certain privileges in such matters as exemption from income tax from the earnings of the co-operative societies, exemption from payment of stamp duties and the Co-operative Law also provides certain other privileges. Similar privileges are also being accorded to co-operative societies in the South-East Asian countries in varying forms.

The progress of the Co-operative Movement in a number of countries in South-East Asia can be divided into two main stages, viz:- (i) development before the attainment of Independence and (ii) development after Independence. Except for certain countries, generally speaking, before Independence the progress was slow and the Movement was mainly concerned with the development of credit societies.

The following statistical information relating to the development of the Movement in some of the countries of South-East Asia for 1961 as disclosed by the I.C.A. Information Bulletin are appended below :-

<u>Country</u>	<u>No. of Societies.</u>	<u>Membership</u>	<u>Membership in % of population.</u>
Burma	6,031	1,215,916	5.88
Ceylon	5,900	668,100	6.88
India	332,488	34,244,543	7.5
Indonesia (1960)	16,601	2,678,206	2.7
Japan	17,686	10,311,000	10.96
Pakistan	27,588	3,842,946	4.14
Malaysia (Sarawak & Singapore)	2,842	325,667	5
Israel	1,316	581,095	26.62
Australia	4,850	2,083,989	5.77

The attached statement will give an idea of the trend of co-operative development in certain Asian countries.

As a matter of policy, most Governments in South-East Asia render considerable assistance to the Co-operative Movement. We shall examine the forms of assistance that are normally being given to co-operatives:-

- (a) The appointment of a Minister to undertake the development and expansion of the Co-operative Movement.
- (b) Establishment of a Department staffed with trained officials to assist and guide co-operative societies and also with officials to undertake audit duties of co-operatives.
- (c) The granting of loans to certain cooperative projects.
- (d) The provision of grants to certain types of cooperatives.
- (e) Establishment and maintenance of cooperative colleges and cooperative training schools.
- (f) Obtaining the services of experts from various international bodies to advise and assist in the development of cooperatives.
- (g) Obtaining scholarships and study tours for cooperators to study more of the Movement in countries where the Movement is more advanced.
- (h) Help to coordinate the activities of various Government Departments and Agencies working towards the economic uplift of the people.
- (i) Participating in the capital interest of cooperative societies as in the case of India.
- (j) Providing the services of Government officials for service in certain types of cooperative undertakings.

In order to solve the economic problems of the people and to satisfy certain economic needs, the Cooperative Movement in South East Asian Countries have succeeded in developing certain types of cooperative societies in varying degrees of success.

S

- (a) Credit societies have been formed to provide adequate and timely credit facilities to farmers and agriculturists.
- (b) Thrift cooperatives have been established to enable members to save regularly a portion of their income and thus to acquire the habit of thrift, self-help and mutual aid and also to raise loans from them for necessary and productive purposes.
- (c) Consumer cooperative societies have been organised to enable members to obtain their daily requirements in correct weight and measure and at the correct prices.
- (d) Processing and Marketing societies have been started to enable the producers to market their produce profitably and thus gain a just reward for their labour and toil. In this way it is intended to eliminate the unnecessary and unscrupulous middlemen.
- (e) Fishermen's cooperatives have been organised to enable fishermen to use modern methods of fishing, and to market their catches at favourable prices.
- (f) Plantation cooperatives have been established to enable workers to own such plantations and to run them on cooperative co-partnership basis.

- (g) Housing Cooperatives have been established to enable ~~members~~ to acquire suitable housing accommodation at reasonable prices and on easy terms of payment.
- (h) Insurance cooperatives have been started to provide cooperators with insurance facilities on favourable terms and also to provide insurance facilities to the various cooperative institutions.
- (i) Cooperative Banks have also been established to provide banking facilities for the members and the Movement.
- (j) Industrial Cooperatives have been started for the production of necessary commodities.
- (k) Printing Cooperatives have been established to provide the printing requirements of the Cooperators and the Movement and also to serve as a medium of publicity for the Movement.
- (l) Transport cooperatives have been established to provide transport service for the members at reasonable cost and also to transport the producers' products.
- (m) Advisory and educational cooperatives have been formed to coordinate the policies and activities of the various cooperative societies, to promote cooperative education and generally to help in the promotion and development of the Movement.

SOME IMPORTANT PROBLEMS FACING THE MOVEMENT

Having considered in general the development of the Cooperative Movement in South East Asian countries, it would appear beneficial if some of the important problems confronting the Movement in this part of the world could also be examined. These problems are :-

- (a) The extent of illiteracy (except Japan) prevailing in this part of the world.
- (b) The low health standard which affects production.
- (c) The failure and loss of crops resulting from natural hazards such as flood, drought, pests, plant and animal diseases, typhoons etc. This creates difficulty in recovering dues to cooperative societies.
- (d) Lack of trained personnel to serve the Movement. This problem tends to increase with the expansion of the Movement.
- (e) Lack of adequate capital which prevents cooperatives to expand their activities/to undertake new cooperative /or ventures.
- (f) Disloyalty of members to their cooperative societies for want of adequate knowledge about the Movement.
- (g) Severe competition from vested interests.
- (h) Failure of younger members to come forward to serve the Movement.

YOUTH IN THE COOPERATIVE MOVEMENT IN SOUTH EAST ASIAN COUNTRIES

As youths form a large proportion of the population of the South East Asian Countries, it is therefore possible that they may form a good part of the membership of the Movement. As youths are our assets, it is imperative that every encouragement should be given to them to take an active part in the development of the Cooperative Movement. In this vital matter, youth organisations can and should play an important role.

In considering the question of youth participation in the Cooperative Movement I would suggest that this seminar consider closely the following points mentioned by the Hon'ble Minister of Agriculture and Cooperatives in his speech when he declared open the Seminar on 11th January 1964.

- a. Introduction of Cooperation as a subject in our schools, colleges and universities.
- b. Formation of cooperatives, such as thrift and stores societies in our educational institutions.
- c. The establishment of a youth section in the Cooperative Movement.
- d. Youth organisations, in collaboration with the Cooperative Movement should help to promote cooperative education.
- e. To enlighten youths in the possibility of acquiring employment in the Cooperative Movement, as the Movement is fast becoming an avenue of employment.
- f. Youth organisations, as a matter of social welfare service, help cooperators particularly rural cooperators, to manage their societies efficiently.
- g. Setting up of an apex committee consisting of representatives of the Cooperative Movement and Youth Organisations to formulate plans and policies for the effective participation of youth in the Cooperative Movement.

Encl : 1

...

STATEMENT SHOWING THE DIFFERENT SOCIETIES IN DIFFERENT COUNTRIES DURING 1961

Countries	Credit Societies (including all types of coop. banks and multi purpose societies.		Consumer Cooperatives		Agricultural Cooperatives (Marketing and Processing)		Fishery Cooperatives		Building and Housing Coops	
	No. of societies	Member-ship	No. of societies	Member-ship	No. of societies	Member-ship	No. of societies	Member-ship	No. of socs.	Member-ship
India	23,428	23,552,431	7,058	13,40,767	40,382	69,21,021	2,355	2,40,435	6,458	3,80,630
Japan	14,939	76,91,475	680	2,00,000	12,050	72,66,000	4,956	1,04,500	..	..
Indonesia (1960)	6,346	7,68,351	1,960	2,44,137	7,095	14,96,330	195	23,723	..	..
Pakistan	18,953	12,26,901	396	14,51,525	5,228	74,76,541	1	1,300	219	40,042
Ceylon	4,350	3,60,000	1,000	3,00,000	2,500	3,00,000	200	6,000	..	..
Israel	24	2,07,661	67	1,50,000	699	86,334	1	..	237	1,26,000
Malaysia	2,126	2,08,771	217	49,755	392	53,012	74	5,064	35	15,000
Australia	1,939	8,17,017	730	6,06,824	730	6,06,824	..	..	218	89,000
Burma	..	..	871	6,70,962	4,262	3,85,606	302	9,500	..	..

Regional Seminar on Youth and Cooperation

FIJI'S YOUTH AND THE COOPERATIVE MOVEMENT

Youth Activities :

Only fairly recently this country has become aware of the importance of proper youth social education. With the aim of building up a prosperous and peaceful Fiji in mind, where the different racial groups will live, work, play and laugh together with no racial distinction in future. Youth organisations and youth movements are expanding rapidly through the colony to the remotest places in the interior of the main islands and to the far outlying islands of the group. Of these organisations, four are the most active: mainly, the older scouting and guiding, the scouts will celebrate their fiftieth anniversary in this country in 1964 - and St. John's Ambulance with its sister movement the Red Cross.

There are a few general youth clubs but these are centred in the more settled areas and towns. Of these the Suva Youth Centre in Suva is the best example for its smooth and appreciative management. These centres and clubs cater for the youths' yearnings for sports activities. Through sports and other social activities the members of these clubs are unconsciously enjoying a course in character training. The suva youth centre in particular is now paying increasingly large dividends to the city of suva inspite of its being a comparatively young organisation. Because of the fascinating results of the Suva Youth Centre and the increasing needs for more youth centres along the same line of management, other suburbs of Suva are planning to build centres to cater for the needs of youths in their respective urban areas.

In the country villages where the majority of the indigenous population live, youths are organised together mainly by the Methodist Church in the Methodist Fellowship Movement and in various multi-faith sports clubs and sports activities. All are scoring successes in different degrees. Experience shows that the latter is more successful in bring youths of both sexes from different communities to an understanding of one another and in creating lasting friendship.

It must be remembered that the bulk of the indigenous people who live in the villages are not highly educated. The majority of those who leave their homes to go to school in big towns often later prefer to stay in towns. A few of these find work but a good number do not. These jobless youths brought disrepute to the colony a decade ago. Fortunately things have improved from the neglected youths of the past to the present day with organisations which do much to cope with youth problems, especially in the towns. Among the indigenous people in their own communities, youth problems are not yet strongly felt for their customs and traditions lay down a code of life for them which demands respect for one another especially for those of high rank and for old people. However, new ideas have come in which regard some of these customs and traditions as things of the past and to be done away with. So both in the towns as well as in the country communities there is increasingly urgent need for youth centres. Only by mass immunisation against delinquency can it be hoped that the disease will be erased as completely as may be.

The Indian communities in their country settlements have very active sports clubs for their youths. These clubs are affiliated to the Sports Associations in the towns. The other racial groups concentrate mostly in towns. They have their own racial sports clubs and activities. These clubs too, are affiliated to the national associations.

The brightest prospect in view for youths and youth organisations here in Fiji are :

1. Past racial sports organisations hitherto strictly limited to the organising race only, but which are now becoming colony-wide embracing all, regardless of colour creed or language.

2. Imperial colony-wide establishment of Scouting, Guiding, and the more recent dramatic advance of St. John's Ambulance and Junior Red Cross.
3. Inter-Racial Youth Centres in densely populated towns.

The Cooperative Movement in Fiji :

The Cooperative Movement ordinance was passed by the Legislative Council in 1947. Immediately after the passing of this ordinance applications from all over Fiji poured in asking for the formation of cooperative groups in various communities. Most of these applications come from the indigenous Fijians. But when the principles of the cooperative movement were shown and discussed many applicants withdraw their applications. This was because the principles clashed with the "Kavakavanua" principles, i.e. native customs and traditions.

It must be borne in mind that as late as 1940 the Fijian way of life was something very similar to the Feudal System in England nine hundreds years ago. Even though this Feudal System has since been largely abolished, the former traditional land owners, who are the chiefs, still cling to the old system and often require the villages to pay tribute to them in various forms e.g. money, foodstuff, etc. It is unfortunate that the Cooperative Ordinance does not provide a clause to compel the indigenous Fijian to put aside the "Kavakavanua" and thus go ahead with the Cooperative Movement accepting all its principles and the application thereof. A considerable number of cooperative societies were liquidated as a result of the chiefs' having a free hand in the common stores and safes. Another major obstacle to the movement is that these people - Fijians - place little value on money for the simple reasons that the majority have had no 20th Century economic education at all. This is amply displayed when they indulge in what is commonly known as Malua. If anyone calls Malua a vice, he could not be far from the truth; for this "Malua" disease affects the will-power and gives a false sense of security. Briefly "Malua" is a form of procrastination, putting things off for no reason at all, e.g. a task though very important, can wait till time is found to be devoted to it. In the meantime there is much feasting and rejoicing to attend to. In many cases time is never found, and even the most important of projects eventually slips out of the mind and is forgotten.

On the other hand, the other racial groups are more economically minded and act accordingly. The Indian communities in settlements and farming areas form cooperative groups. These cooperative groups pool shares to form one bigger cooperative which imports goods direct from the manufactures and supplies the smaller cooperative groups with what they need.

Several years ago the Europeans formed a cooperative association in Suva and invited other races to become members if they should wish to do so. Cooperatives run by Indians and Europeans are bound to be more successful than those run by the indigenous Fijians. The former two groups have a good knowledge of book-keeping and the members know how to handle finance.

There are other projects which are carried out cooperatively, for instance the cooperative rice farming and rice milling, cooperative cattle rearing and farm machinery owned by cooperative groups. One of these projects which bring the members of a community together for the good of everybody is the credit union movement. Though comparatively young, it has spread like a bushfire throughout the colony. This credit union is a form of adult education in the field of economics. It teaches the people how to pool their resources together in order to provide them with a source of credit at low rates of interest.

Cooperative Movement's Achievement :

It is surprising to see the great change the cooperative movement has brought. To native Fijians it is a boon. The movement has taught the native Fijians to be economical, produce more of their marketable products and save something, a thing unheard of previous to the passing of the cooperative ordinance. Before the cooperative movement came into being, there were many trading shops all over the colony where the shopkeepers were squeezing everything out of the natives, but now one hardly find any more of these shops

and shopkeepers. For the first time the native Fijians are aware of the impending changes in the future and through the cooperative movement they arm themselves to meet the future by hard work and by saving up a little of what they earn.

Today the phase of the Fijian way of life in the villages is gradually changing. The old unreliable bure (hut) is giving way to permanent buildings with Western characteristics and equipped with modern luxury. More and better schools spring up throughout the country. All these changes are subtly brought about by the Co-operative Movement.

Much has been achieved but there still more to be accomplished.

THE PART PLAYED BY YOUTH IN CO-OPERATIVES

The part that Youth Movements play in co-operation with the Co-operative Movement is really hard to determine, for there is not as yet much direct connection, as a whole between the Youth Movements as such and the Co-operative Movement as a whole. But youth individually plays a very important part in the running of Co-operative Groups, especially in the case of the indigenous Fijian back in the villages. The older people have hardly had a chance to go to school, so the youths who have been to school are almost automatically chosen as office-bearers. Only in a very few cases have these youthful office-bearers failed to perform their duties diligently and honestly. More than ninety percent of the successful Co-operatives are run by the younger people and these youths are in fact proving themselves the backbone of the Movement.

The Movement has found out the ability of youth to run the co-operative stores in the back country. The abilities of these youths were not apparent at first, but when opportunity was offered to them to develop these qualities, they showed amazing results. These results by youthful office-bearers give great satisfaction to the Co-operative Movement and also give new pride to the older generation to see their own children suddenly proving themselves leaders. It is quite remarkable to note how these young people are able to command the respect and confidence of their elders nowadays.

To sum up the different Youth and Co-operative movements, though their mode of approach may be different, they have the same aims in view; by educating the youths of today they are building up a happier Fiji of tomorrow.

There is no doubt at all that this aim can be achieved in the years to come when Youth Movements linked with Co-operative efforts embraces every youth in Fiji.

— Lemeki Rasalate (Mr.)

Fiji National Committee.

for W.A.Y. under F.C.O.S.S.

.....

COOPERATIVE STATISTICS FOR REGISTERED SOCIETIES (FIJI) 1958 - 1962

	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>
Number of Credit Societies	1	1	2	3	11
Number of Consumers' Societies - primary unions	25	36	35	38	39
Number of marketing societies - primary unions	1	1	.	1	1
	45	40	39	40	41
	1	1	1	1	2
Number of societies of other types - primary unions	5	8	12	14	17
	.	.	1	1	1
Total number of registered societies	78	87	90	98	111
Total membership of all societies - persons	3,903	3,975	4,671	5,246	5,825
societies	26	26	22	44	49
Total subscribed capital of all societies	£ 66,781	£ 76,502	£ 85,232	£ 93,157	£ 94,478
Total reserves of all societies	38,878	52,172	66,635	79,144	91,565
Total deposit in all societies	19,150	16,942	8,508	13,227	8,285
Total surpluses: all societies	12,205	29,979	31,773	21,673	26,820
Total losses: all societies	5,271	2,968	1,026	4,224	196
Value of goods sold in stoves	176,811	275,090	314,103	366,173	427,739
Value of produce sold in marketing societies	84,630	168,231	162,863	167,341	167,452
Total turnover	261,441	443,311	476,966	533,514	595,191

YOUTH ACTIVITIES WITHIN CO-OPERATIVE MOVEMENT
IN MALAYA

BY

INCHE OTHMAN BIN MOHD. ALIF,
AG. ASSISTANT REGISTRAR OF CO-OPERATIVE SOCIETIES,
MALAYSIA.

Youth Activities Within Co-operative Movement in Malaya

By: Othman bin Mohd. Alif, Ag. Assistant Registrar of
Co-operative Societies, Malaysia.

Introduction

For the purpose of the Seminar it is the wish of the writer to confine his paper only on the activities of the Co-operative Movement in Malaya and not for the whole of Malaysia which is comprised of the component States of the Federation of Malaya, Singapore, Sarawak and Sabah.

Before commenting on the above subject it will be worthwhile to review the background of and assess the support given by the various age groups of the people in the development and the promotion of the Co-operative Movement which started in this country since 1922 and came into prominence as part of the economic machinery of the nation in assisting to combat the widespread of poverty, redressing and enhancing the economic and social well-beings of the masses of the farmers, fishermen and small producers in the rural areas, the wage earners at places of employment such as the rubber estates and tin mines, the workers in commercial firms and factories and the various categories of Government employees in the urban areas. It is however apparent that right from the early days in the history of the Co-operative Movement in this country the initiative taken and the interest shown in organizing the various types of Co-operative Societies both in the rural and urban sectors came mostly from people who have passed their youthful age, that is people who are mostly in their middle or old aged groups who are in need of economic improvement and financial help. Practically the general section of the youth does not come into the picture though a small number of the members of this group participated in the activities of the societies as lay members or ordinary workers.

It is however not easy to assess the extent of participation by the members from any age group in the furtherance of the teachings and the practice of the Movement within a sectional or communal group, but speaking from experience, it will be justified to say that the Movement owed its life and growth principally on the efforts of the elder two groups of people.

Youth Participation in the Movement

It is sad to say that generally the teachings and the activities of the Co-operative Movement in this country have received very little attention from the youth members. It could be that they do not know of the ideals and aware of existence of the Movement or simply that they couldn't care less. One thing is certain that they have not been afforded enough opportunity to know or learn much about the Movement in order to appreciate it.

The lack of youth participation in the activities of the Co-operative Societies both in the rural and urban areas is attributed to several reasons which are enumerated as below:-

(a) Rural areas:-

- (i) Lack of the knowledge on the principles, aims and the practice of the Movement;
- (ii) Financially dependence on their parents and guardians;

- (iii) Lack of co-operative activities for youth organized by societies;
 - (iv) Lack of employment opportunities in the rural societies;
 - (v) The absence of scopes for apprenticeship for co-operative services and training for economic and social advancement in the societies;
 - (vi) Tendency of the youth to migrate into town areas to earn their living owing to lack of employment facilities in the villages;
 - (vii) Lack of encouragement from within and outside the Movement.
- (b) Urban areas:-
- (i) Lack of the knowledge on the principles, aims and the practice of the Movement;
 - (ii) Tied up with personal, educational or occupational activities;
 - (iii) Lack of co-operative activities for youth organized by societies;
 - (iv) Lack of employment opportunities in the urban societies;
 - (v) The absence of scopes for apprenticeship for co-operative services and training for economic and social advancement in the societies;
 - (vi) Little scope for the development of the Movement among youth in the urban areas.

It has long been realized that in an organization which has the objectives and roles to play in the upliftment of the economic and social wellbeings of the needy people, the manpower resources of young people should prevail to give physical and potential energy and strength in gearing and driving the organizational machinery towards achievement of the goal of operational and administrative efficiency and success. However, judging from the circumstances prevailing today the youth in general cannot solely be blamed for their lack of appreciation and co-operation in guiding the destiny of the needy people towards a better living and economic prosperity through co-operative ventures because very little has been done on the part of the Movement itself to infuse into the former the inspiration and the spirit of "one for all and all for one" that could lead them to support the movement with zeal and perseverance.

Experience has shown that many societies especially those in rural areas have suffered setbacks and failures in the hands of elderly, less energetic and semi literate officials whilst little attempts were made to recruit the educated and enthusiastic young blood to take their places. However, it cannot be denied that certain societies had made genuine attempts to get young members to take active parts and hold important positions in

the management of their affairs but sometimes the response received was not wholly encouraging. This may be due to the fact that they have other commitments or due to their modest respects for and their reluctance to be placed in a position above that of their elders.

Youth participation in the Co-operative Movement can be classified in three forms, (a) as member, (b) as general or specialized worker and (c) as adviser or leader.

(a) As member:- Youth are generally active, energetic and full of enthusiasm in nature. They are also the most educated group among the members of their community. With all these qualities in them they will provide the elements of elite membership in a Society and better leadership in the Movement in general. They will also offer to the Movement the resources of their physical energy and strength and the potentialities of their skill and craftsmanship. Hence, it is desirable that the door for membership in a Society should as far as possible be widely open to them. This group of members should be given every opportunity to develop their sense of leadership and responsibility towards the cause of the Society. They should be encouraged or persuaded to take active parts in the affairs of and hold important positions in the Society.

On the other hand, whenever possible or when the need arises, every encouragement should be given to the members of youth group to organize their own Co-operative Society of one form or other that suits their common economic and social needs. The organization of their own Society is considered to be a better alternative to their active participation in the Movement in general.

It can be deduced that active youth participation in the Movement could not only bring out innumerable advantages to the Movement in general but also pave for them the way towards treading along the right path for economic and social upliftment.

(b) As general and specialized worker:- In the interest of efficiency, it is important that activities of a Society which call for special knowledge and skill should be filled in by people who are qualified for the tasks assigned to them. The tasks which require special knowledge and skill will be in the administrative, clerical and accounting, business management, technical and mechanical sections. It is important that opportunities for employment in the various streams should be given to young people either from within or outside the Society who possess the required qualifications or who have shown special aptitude for the jobs. The scopes for employment which are open to the youth however will no doubt act as incentives for the latter to come within the fold of the Movement.

The tendency of providing employment opportunities to elderly members or to the sons and relatives of those who are close with the societies regardless of their qualifications, skill and suitability should as far as possible be discouraged. Old people irrespective of their skill of aptitude are not as active and energetic as the young ones and their working life will not be as long as that of the latter. Untrained or unskilled workers however would reduce considerably the degree of efficiency at the expense of the Society.

However, in order to attract young and qualified people to the service in the Society the incentives such as proper remuneration and security of employment must prevail. On the other hand, in the event of failure to acquire the services of suitable young people, the Society should instead recruit and undertake the training of promising young people to fill in the positions occurring in all the streams of the functions of the Society.

(c) As adviser or leader:- Youth participation in the Movement as adviser or leader is most welcomed. For a Movement which deals mainly with human factor and whose growth and existence depend entirely on the appreciation and the voluntary acceptance of the right type of people, the support and the leadership from the more enlightened group of people among the community in the promotional aspect and in the dissemination of the principles, aims and teachings of the Movement are considered to be the most important and valuable assets to the Movement. Human nature is such that more self-confidence and encouragement will be gained from outside influences favouring the course of action taken by the interested party. In this connection however if the Movement is to flourish successfully among the community it must strive to the best of its ability to enlist the backing and the approval of the people from all quarters who have their love for the Movement. This is one of the criterions which should not be lost sight of by any promoter of the Movement.

The elements of leadership, spirit of comradeship and the love for the welfare of their own people are not lacking in our youth who are worthy of their cause. These have been evidenced by active participation of youth members in the organization of considerable number of voluntary clubs and associations in the country such as youth's clubs and associations, welfare associations, farmers' associations, etc, and in voluntary services organized for the good of the community and the country as well. Many of the youth members especially those who are living in the rural areas have shown and practised their spirit of "bergotong royong" (working together), for example, in cleaning the villages or the construction of drains and bridal paths, etc. It is the writer's firm belief that if youth activities have been properly and widely formulated and launched within the Movement, the youth can also play the leading roles in the propagation for and the promotion and the development of the Co-operative Movement in the country. Likewise, it can also be expected of them to lead the needy people enthusiastically in whatever way they can for the rehabilitation of their living conditions and for economic prosperity through the Co-operative Movement.

Youth Activities by Co-operative Movement

Within the context of active youth participation in the Co-operative Movement, it is considered imperative as the first step that the Movement undertakes all the possible actions with the view to stimulating the appreciation and the interest of youth in the ideals and the practice of the movement. As it has been said earlier in this paper that little has been done on the part of the Movement itself towards achieving this goal. In the past as well as for the present, it has become the function of the Co-operative Development Division of the Ministry only to extend its publicity and educational activities to certain sections of the youth such as school and college students and members of some youths' clubs or associations on the invitation of the latter. This has to a certain extent brought about some fruitful results. As a remarkable instance, the students of the University of Malaya have been successful in organizing their own Co-operative Shop Society catering for the needs of the students themselves.

In our attempt to enlist the support of the younger generation, it is imperative that some activities for the youth of the country should be organised by the Movement in collaboration with the Co-operative Development Division of the Ministry, youth organisations, education authorities and even with political parties which sponsored youth movement among their cadres. Stress is also made on the necessity to get the backing of the authorities in sponsoring such activities and in the implementation of schemes formulated for the good of the youths themselves. The activities that can be organised and the functions that can be played by the Co-operative Development Division and the Movement can be summarised as below:-

(a) By the Co-operative Development Division:-

- i) Providing special Officers responsible for co-operative youth activities;
- ii) Providing study materials, posters and pamphlets etc., on the various co-operative activities in the country;
- iii) Providing legal and technical advice and guidance on the implementation of the co-operative schemes by youth groups and youth associations;
- iv) Providing training facilities for youth at the Co-operative College.
- v) Relaxing the law on age qualification for membership in school co-operative societies.

(b) By the Co-operative Movement:-

- i) Provision of special funds for the promotion of the co-operative youth activities by tertiary, secondary and financially stronger societies both in the rural and urban areas;
- ii) Arranging for lectures, study circles and group discussions in conjunction with the Co-operative Development Division at meetings of the members of youth clubs and associations etc.
- iii) Arranging study tours at selected Co-operative Societies and projects;
- iv) Encouraging the formation of various Co-operative Societies that suit the economic and social needs of the youth.
- v) Providing employment opportunities and training facilities for youth in co-operative societies.
- vi) Creation of scholarship funds for co-operative studies locally and overseas.
- vii) Creation of liaison committee comprising of representatives of the Co-operative Societies, youth organizations, voluntary organizations, Education Department and Officers of the Co-operative Development Division of the Ministry to formulate schemes and plans for the advancement of the Movement among youth.

In carrying out its functions, the Co-operative Development Division of the Ministry should investigate and study all the aspects of the Co-operative Movement that will be of immense assistance and benefits to the youth. Specialized Officers and special funds should be provided for all the activities along this line.

Another important factor that should be given special preference is on the question of relaxing the law on age qualification for membership in respect of youth who are below the age of 18 years. The minimum age qualification for membership in a society as required by the law in this country is 18 years, and because of this the prospect of organizing school co-operative societies as the training ground for the school students is somewhat defeated.

On its part, the Movement should mobilise all its efforts in making itself and its existence recognizable by the youth in general. This will of course entail a lot of patience, tacks and considerable degree of the power of persuasion, but in the long run, it is worth the while trying.

On the other hand, in its endeavour to bring the youth within its fold, the Movement should get itself acquainted with all the aspects of youth activities in the country and foster a closer liason with the various youth and voluntary organizations and also with the youth at large with the view to bringing home to the youth in particular its ideals and doctrines.

Conclusion

It is accepted that the drive for active youth participation in the Co-operative Movement in this country will be a new venture to be tread on and if all the factors are favourable on the side of the Movement, it will gain considerably in the form of support and the elements of leadership given by the youth. It is no doubt that with the young blood in its veins and the resources and potentialities of the youth's support as its backbones, the Movement in this country will have a bright and promising future.

National Paper on Youth and Cooperation in India

A Review

Cooperation in India is regarded as an instrument of national policy aimed at increasing production and improving the economic conditions of the rural population. In a planned economy, like ours, pledged to the values of socialism and democracy, many important branches of economic activity notably in agriculture, small and medium industry and processing, marketing, distribution, supplies, housing and construction have to be progressively organised on cooperative lines. Basically, the purpose of cooperation is to evolve a scheme of cooperative community organisation touching upon all aspects of life. The building up of a cooperative sector as a part of the scheme of planned development is thus one of the central aims of national policy. If this aim is to progressively fructify, it is necessary that, besides training those who are within the cooperative field, those who are outside, particularly the younger generation should also be made cooperative minded. This is all the more relevant if the cooperative movement has to maintain its democratic character and achieve a dynamic progress. In India we are trying to do this both from the practical and idealistic angles.

Teaching of Cooperation :

In the context of harnessing the younger generation for future cooperative leadership, both organisational and managerial, the question of teaching the subject of cooperation in the general educational programmes at different levels assumes considerable importance. However this idea has not always found acceptance. For instance, the Maclagan Committee was opposed to the idea of teaching Cooperation in schools. The committee observed - "it has been urged that in order to instil cooperative ideas into the minds of the rising generation, the subject should be taught in the primary schools. To this we are opposed, The theoretical teaching or learning of such a subject would be unintelligent as the school curriculum is always over-burdened. Children often accompany their parents to society meetings and it is in this way and by general conversation that they can, in our opinion, best acquire a practical knowledge of cooperation. Subsequently however, opinion in this regard had generally come out to accepting the need for teaching cooperation as a part of general education. In fact, in certain quarters, a positive grievance has been expressed that cooperation was omitted from the school curriculum. In 1945, the Cooperative Planning Committee was emphatic in asserting that it was necessary to infuse the ideals of cooperation into the minds of young boys and girls and to lay before them the outlines of work done by the cooperative movement. In 1946, the Committee on Cooperative Education and Training appointed by the former Bombay Government reiterated similar sentiments. In particular, this committee stressed that since government was making cooperation the main instrument of approach to rural public, it was desirable that the public in general should know more about the cooperative movement. Today, we are convinced that no amount of training to those already in cooperative field will be an adequate substitute for the education of the co-operators in the making. The principle of "each for all and all for each" should be taught from the earliest stages of child's education and constant opportunities should be given to students to work together in groups. Till recently, Cooperation as a subject did not find a place in any course for primary or secondary education. Certain steps to introduce the teaching of cooperation in the primary and secondary stage were, however, initiated in some States but not to any significant extent.

This question was examined in a comprehensive manner at the national level and the following programme for introducing cooperation as a curricula in various schools and colleges has been decided upon :-

1. In the schools, teaching of cooperation may be introduced through simple stories in classes I to V in an unobtrusive manner.
2. For the children in the age group of 11 to 14 cooperation may be taught in a more detailed way as a subject of social studies by introducing a brief idea of some important activities such as credit societies, marketing cooperatives and school cooperatives.
3. At the higher secondary stage, an elementary knowledge of cooperation should be introduced in the core subject of social studies. The subject of cooperation should form optional group to be taken at the higher secondary stage.
4. The subject of cooperation should find a place in the commerce degree and honours' courses in the Universities which do not already provide for this subject for these courses. For others, cooperation may be included as one of the optional subjects in the B.A. and B.A. (Hons) Economics Degree Courses. Universities may also introduce a 2 years' Master's degree course in cooperation and allied subjects.

The introduction of cooperation as a curriculum in the schools is in various stages of implementation in different states. In regard to teaching this subject in the colleges, we have achieved some good progress. Two universities provide post graduate diploma and Master's degree courses in cooperation while 10 more Universities have included cooperation in one or more papers in the graduate studies in commerce, economics and agriculture. The University Grants Commission in India is also keen to have cooperation as an optional group for courses in commerce, economics and agriculture both at the under-graduate as well as post-graduate levels. More universities are expected to introduce cooperation in one or other courses.

Rural institutes are being developed in various parts of India in pursuance of the recommendations of the Committee on Rural Higher Education. The object of these institutions, which are at present 11 in number, is to provide village - centered education to the rural community after the higher secondary stage. The curriculum lays emphasis on the application of theoretical knowledge achieved in the class-room to rural situations. Extension and research have therefore been made an integral part of their syllabus. Cooperation is one of the optional subjects in the 3 years' diploma course conducted by these institutes. It is also one of the papers along with rural economics in the two years' certificate course in agriculture conducted by these institutes. In two of these institutes, special post-diploma courses in cooperation equivalent to the Master's degree in universities have also been introduced very recently.

With a view to encourage studies in cooperation in the colleges, the Govt. of India initiated in 1960 a scheme of holding essay and debating competitions at the university level and at the national level. These competitions are being continued year after year. A similar scheme for schools with competitions being held at the district level and the state level is also under consideration of the government.

Student Cooperatives:

Apart from introducing cooperation in the curriculum of schools and colleges, as stated above, we are trying to impart practical training to students in the organisation and management of cooperative societies, for the best way of learning cooperation is by

Cont'd ... 3/-

"doing" it. The value of students' cooperatives as a means of educating the younger generation in the practices and principles of cooperation has been recognised since long. In a cooperative, the students learn about the economic systems, about business matters, about democracy and the value of cooperation as a means of social and economic development. The students' coops. also help the students develop the very necessary qualities of citizenship, discipline, team spirit and other healthy social attitudes, so essential for the success of a cooperative. In addition to the educational value of cooperatives, which is indeed very great, the students' cooperatives also help in achieving certain material benefits for students. These cooperatives are generally running stores which supply books, stationery, sports goods, eatables, etc.

There are at present about 1,500 students' Coops. in schools and colleges. 80 percent of these stores are accounted for by four states. Similarly, 74 per cent of their membership is accounted for by these four states. The proportion of student and teachers engaged in educational institutions is generally low. It has been estimated that so far as students are concerned, their proportion to the total number of students in secondary schools and colleges is on an average about 3%. The provision in the cooperative societies Acts and the bylaws regarding minimum age for becoming a full member excludes a large number of students below 18 years of age. This is being remedied now. The Cooperative Societies Acts passed recently in three states (Maharashtra, Gujarat and Madhya Pradesh) enable students below the age of 18 years to become members of students cooperatives. The other states have also been advised to incorporate such a provision in their Cooperative Acts.

The activities of students cooperatives are mainly confined to supply business, although a few societies promote thrift among the students lack of adequate finance is the main difficulty in these cooperatives expanding their activities.

Generally speaking, the progress of students' cooperatives in terms of their numbers, membership and operations is not significant. A large number of schools and colleges do not have any stores. A large proportion of students and teachers is also outside the cooperative fold. Only very recently, the development of students' cooperatives has been accepted as part of the educational policy and vigorous steps are now under way for promoting this activity. The Govt. of India has formulated a model scheme for the organisation of these cooperatives and circulated it to all the educational institutions, start cooperative departments, etc. for their guidance.

Cooperation among the youth:

The programmes mentioned above cover only the students in schools and colleges. There are, however, millions of youth living in rural areas not coming under the purview of the above activities. The promotion of cooperative thinking and action among the rural youth is looked after by the cooperative movement as well as the community development organisation. The cooperative member education scheme which is being implemented under the auspices of the National Co-op. Union of India since 1957-58 covers office bears, managing committee members and members and potential members of cooperatives. The programme is conducted by peripatetic instructors (about 550 in number as on 30th June, 1963) for varying durations depending upon the category of cooperators to be trained. So far as the

ordinary members and potential members are concerned, the education programme lasts for three days in each village. As on June 1963 1.47 million members and 0.47 million potential members were trained by these peripatetic instructors. Emphasis is laid on attracting rural youth in large numbers to these classes. On the basis of experience gained so far, the pattern of organisation of classes for the education of members and potential members is proposed to be changed. It will, hereafter, take the form of study circles in the area of operation of each village society. The study circles will meet periodically at convenient intervals and discuss problems in relation to the activities of the cooperatives and those relating to improving agricultural production. Besides, the study circles, the general-body meetings of the societies and meetings convened for preparation and review of village production plans will be utilised by the extension staff and trained cooperative functionaries for imparting education to the people. The cooperative unions at the state, district and block levels will assist in preparation and distribution of discussion sheets for conducting the study circles, in the production of visual aids and in the provision of projectors and other literature. The participation of youth in this programme will continue to receive utmost priority.

Youth Clubs:

Efforts have been made over the last few years to promote programmes for the youth (and women) in the rural areas as an integral part of the community development movement. With the introduction of Panchayati Raj (democratic decentralisation) as a machinery for promoting community development, the need for developing youth programmes as a base for Panchayati Raj has also become vital. Through youth organisations, the rural youth will be helped to acquire the desire and the ability to assume future responsibility for the growth of the community. In order to ensure effective participation of the youth in the life of the village community, the programme includes the provision of (a) recreational activities, (b) opportunities for creative expression through folk songs, folk dances, dramas, national festivals, youth rallies etc. (c) citizenship education through observation and participation in the activities of village panchayat and cooperative and (d) economic programmes in agriculture, animal husbandry, cottage industries etc. Particular emphasis is laid on the needs of the youth belonging to the weaker sections of the community and other economically and socially backward classes and on the development of the ideals of Comradery in the service of the village community as a whole.

Youth clubs are formed at the village level first and are to be gradually federated at the block, district, state and national levels after allowing each tier to function satisfactorily for a period of time, say 12 to 18 months. The total number of youth clubs at the village level was 51,300 with a membership of 1,026,600 at the end of 1961-62. The average number of youth clubs functioning per block was 25 and the average membership of youth clubs per block was 470. The percentage of rural youth joining the clubs to the total number of youth in the age group of 15-25 in rural areas was 8-2. The coverage of youth by these clubs is still quite small, having regard to the fact that the youth constitute nearly one-fifth of the total rural population. Except in one or two states, the progress of organisation of federal youth clubs at the block and higher levels is not very significant. The immediate need, however, is (a) to consolidate the existing youth clubs at the village level to make them strong and healthy units for implementation of specific, well-defined programmes and (b) to expand and intensify arrangements for training youth workers and leaders in villages. Suitable measures in this direction have recently been formulated and communicated to the states for

implementation.

The focus of youth organisations is now to be increasingly on economic projects. Economic activities acquire more than ordinary significance in the context of the present National Emergency. The village volunteer force and the Defence Labour Banks, designed specifically to meet it, have as their primary objective increased agricultural production. Their strength cannot but be conditioned by the degree of strength and support they receive from active youth groups engaged in production pursuits. To this end, youths organisations are actively associated with the agricultural production programmes and with the creation of community assets like digging of field channels, digging and desilting of tanks, compost marking, field bunding, raising of fuel plantations, village forests etc. Of special importance is the adoption of projects for production of protective foods like poultry keeping, pisciculture, piggeries, bee-keeping, fruit gardening, growing of vegetables etc. The village cooperatives and panchayats help the youth groups financially and otherwise to participate actively in productive programmes. In India, we do not have the cooperative youth movement as such, as it exists in some countries of the west. We believe in comprehensive training through one youth organisation at the village level, in community development, cooperation and panchayati Raj. The question of the role of village panchayats and village cooperatives in promoting youth organisations is fraught with some difficulties. In a traditional youth society, these two village institutions concerned with civic and economic problems are bound to exert themselves as a controlling influence on the promotion of youth organisations. This may bring adverse results. If youth hates any attitude most, it is the vowed control of authority of the adults. He likes to be free and at the same time desires for a friendly support from the adults. This conflict is inherent in the very process of his growth. The cooperative and panchayat have to work as friendly adults available for help, guidance and support wherever required by youth organisations, inspiring them to associate actively in the development of village community.

From the point of village cooperatives alone, it is considered that youth clubs should be separate organisations on the lines described above for the following reasons : -

- a. Good service cooperatives are limited in number and they have already enough on their hands. They would, themselves, require strengthening and at this stage any undue risks involved in their promoting economic activities through Youth Organisations would not be desirable.
- b. It is not the normal function of service cooperatives to finance economic activities on a joint basis and therefore it will be difficult for them to obtain accommodation from the financing banks for such activities.
- c. Service cooperatives consist of a limited number of adults in the villages and the members may not like to finance persons belonging to families not represented in cooperatives.

It is therefore felt that the balance of advantage should lie in not involving the cooperatives in direct financing of economic activities undertaken by Youth Organisations.

.....

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6-Canning Road,
New Delhi. I. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels. 6 (Belgium)

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur
11th - 22nd Jan. 1964

Background Paper on
Youth and Cooperation in West Pakistan

by

Mr. Muhammad Muslim
Joint Secretary,
West Pakistan Cooperative Union,
Lahore. West Pakistan.

In collaboration with

The Cooperative Union of Malaya Ltd.
8 Holland Road
Kuala Lumpur. (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

Background Paper on
Youth and Cooperation in West Pakistan

by

Mr. Muhammad Muslim, Joint Secretary,
West Pakistan Cooperative Union, Lahore.

West Pakistan

Emerging with the dawn of the 20th Century, fundamentally as an easy-credit-providing-agency for the tiller of the soil, who, hithertofore, used to be born in debt, live in debt and die in debt and aiming to create creditworthiness in him, the cooperative movement in Pakistan has, by now, developed into a live body intrinsically capable of bettering the economic lot of the common man. The movement has channelised into multifarious spheres of activity and has become a light-house for a new way of life for the masses.

Unlike the European countries, the cooperative idea in Pakistan was imposed from above as a practical measure to reduce rural indebtedness, to save the illiterate and simpleton agriculturist from the clutches of the callous money lenders whose malpractices had resulted in serious repercussions including riots etc in some parts of the country towards the close of the 19th century and to afford him an opportunity to stand on his own feet through self-help and mutual aid. The enactment of the Cooperative Credit Societies Act, 1904, which envisaged the organisation of credit societies on the Raiffeisen pattern was thus the first major step towards that direction. Within a decade need was felt for enlarging the scope of the cooperatives and so the said Act was replaced by another legislation, namely, the Cooperative Societies Act of 1912 which is still operative in the larger part of the country. The Bengal Cooperative Societies Act of 1940, is in force in East Pakistan.

A unique geographical feature of Pakistan is that it comprises of two wings, East Pakistan and West Pakistan, which are located at a distance of 1000 miles from each other and separated by a foreign country, namely, India. Pakistan covers an area of 3,65,907 square miles and according to the 1961 census its population numbers 9,38,12000 people out of which 86% are Muslims and the rest are Hindus, Christians and others. The percentage of men and women is 53 and 47, respectively. The literacy in the country is 16% which was just 5% before it became independent in 1947. Pakistan is predominantly an agricultural country and 80 per cent of its population finds its living by agriculture.

The area of East Pakistan is 54,501 square miles and its population is 5,08,44,000. Its density of population is 940 persons per square mile. The yearly average rainfall is 80 inches and the main agricultural crops are rice, jute, tobacco, sugar cane and tea. It may be added that 90% of the rice in Pakistan and 75% of the jute in the whole world is produced by East Pakistan.

The West Pakistan covers an area of 3,11,406 square miles. Its population is 4,08,15000 with a density of 113 persons per square mile . It chiefly produces wheat, cotton, sugar cane, tobacco and pulses and the average annual rainfall is 15 inches. The population of Muslims is 97.1 % and the percentage of literacy is 11.7.

With this background which might have been of interest to quite a few of you, I may say that at present there are 28310 cooperative societies in West Pakistan which have a membership of 14,13,450, a share capital of 907.20 lacs and a working capital of 9260.00 lacs. Considering the average size of a family at five, it may be stated that the impact of the movement is on 70,67,250 persons i.e. 17% of the total population which is 5% more than the percentage of literacy in West Pakistan. These figures may not, perhaps, appear very attractive but it should be borne in mind that cooperatives grow by a process of evolution and not by revolution.

Prior to the pivotal year 1947 when Pakistan secured independence, the cooperative movement in West Pakistan had mainly progressed in the fields of credit both rural and urban, better farming, consolidation of holdings and thrift and savings societies etc. and the total number of Societies in that year was 15,146 which had membership of 5,73,000 and a working capital of Rs. 1,869.71 lacs. The general pattern was that there were village credit societies at the base, a central cooperative bank at the tehsil or district level and the Provincial Cooperative Banks served as the apex organisation. When the partition of the Indian Sub-continent and the division of the Punjab Province paralysed banking and trade and disrupted the commercial life of West Pakistan, creating many economic problems of nation wide magnitude, the cooperative movement stepped forward to cover the hitherto unknown ground and spread itself into new fields of operation to fill the vacuum. The Central Cooperative Banks took up the financing of trade and industry and even of directly running industrial undertakings such as rice husking mills, flour mills and cotton ginning factories. They also distributed articles of daily necessity. Besides that cooperative consumer stores, mill societies, multipurpose societies, farming societies, tube-well societies and transport societies etc were organised in large numbers.

The cooperatives thus helped avert a difficult situation in some years but in doing so it was realised that the movement needed re-orientation and a fresh approach in view of the dictates of the new social order. That also demanded a change in the superstructure of the Cooperative Department which was charged with the responsibility of running the show and acted as a friend, philosopher and guide of the cooperatives. The Registrar, Cooperative Societies, and his field staff mainly performed the regulatory functions of registration, inspection and audit etc of the societies and they were found so much absorbed and pre-occupied in that work that they could not pay any attention to the planning and development of the movement. Consequently Cooperative Department was re-organised in 1962. The office of the Provincial Registrar, called the Commissioner, was abolished and the province was divided into six regions each

headed by a Registrar for the performance of regulatory functions, directly working under the administrative control of the Secretary to the Provincial Government in the Cooperation, Labour and Social Welfare Department. Side by side with that a semi-autonomous organisation called the West Pakistan Cooperative Development Board was set up which was entrusted with the task of planning and development; directing and controlling cooperative ventures; providing advice and guidance for the implementation of new plans of the cooperatives and framing policies for the speedier and sound progress of the movement.

The new cooperative machinery, while planning the development of the cooperatives for the genesis, paid special attention to the nerve-centre of the nation and the future hope of Pakistan, the Youth. The Cooperative Movement faces a challenging task of fighting poverty and ignorance among the masses in the developing country of Pakistan and this calls for enlisting the goodwill and cooperation of the youth. The path of cooperation is not smooth and is earned the hard way, and quite often, the opposition comes from the youth, who, though he may not be illiterate, tends to be sceptical because of his ignorance of the potentialities of the movement and the lack of know-how. It is, therefore, of utmost importance that the youth should be closely associated with the cooperative movement, for, if these leaders of to-morrow are injected with the cooperative spirit, this will largely help grow the cooperatives from below and these institutions will become the most effective instrument of accelerating economic development and the principal means of promoting social justice in the country in the shortest possible time. With that end in view, the following measures have been adopted in West Pakistan for the spread of the cooperatives in the youth.

1) No one may ever fear the robbing of the ornament of education and the more one makes use of it, the more it glitters. The Royal Commission on Agriculture stressed that if cooperation fails in providing proper education, it fails in its first purpose. It has, therefore, been an article of faith with the pioneers of the cooperative movement in Pakistan that expansion and training should go hand in hand. Accordingly cooperative training was started as far back as 1920. At present we have got one full fledged West Pakistan Cooperative Training College at Lyallpur and five Regional Cooperative Training Institutes at Peshawar, Lahore, Bahawalpur, Hyderabad and Quetta. They are entrusted with the job of educating and grooming those interested with the functioning of cooperative societies so as to infuse in them a correct and balanced faith which may prove to be a shield against the hazards of inner or imported foibles that otherwise mar and retard the sound working and healthy progress of our organisations. These educational institutions hold training classes for Inspectors, Sub-Inspectors, Farm Managers, Community Development Workers and Secretaries and office bearers of big and small societies of various types and courses and refresher course for the teaching staff, officers and field workers of the different wings of the department and staff of cooperative banks etc. 68 such classes and courses were held during the year 1962-63, wherein 1200 persons were trained. The trainees of regular classes are given field training and those

at the college also run Students Union and Students Welfare Fund including controlling of a dispensary.

2) The primers and books of the primary and secondary general education, carry a chapter on cooperation in order to imbibe cooperative ideas in the students right from the beginning so that as they grow up they are ripe for running their own cooperative societies. Besides that there is a regular College for Home and Social Sciences for young girls at Lahore and there are two faculties in the West Pakistan Agricultural University, namely, the Faculty of Agricultural Economics and Rural Sociology including Cooperation and Marketing and the Faculty of Rural Home Economics for the propose of cooperatising the youth before he enters practical life.

3) There are 1272 thrift and saving societies in West Pakistan mostly among men and women teachers of Schools and Colleges. Their membership is 26,335 and working capital Rs. 16.40 lacs. The teachers contribute a fixed amount from out of their salaries towards deposits which is deducted at the base and they can draw loans up to 75% of their deposits for specific purposes. In that way they slowly multiply their savings and add thereto the yearly profits they earn. They withdraw their savings at the time of transfer or otherwise ceasing to be the member of the Society. Efforts are afoot to popularise these societies.

4) We have got 72 supply societies in educational institutions with a membership and working capital of 10856 and 7.24 lacs, respectively. These are organised and run by the young students and, undertake procurement and supply of books, exercise books and other articles of stationery to the students at cheaper rates. In 1962 over a dozen new cooperative supply societies were organised in some big educational institutions in Lahore like the Government College, Law College and the Haily College of Commerce etc. Lately these societies have been federated into a central wholesale organisation known as "The Lahore Central Cooperative Book Stores Ltd," and its object is to make available through the institutional supply societies, text books and stationery etc to the students at further lower prices. These are the organisations wherein, the youth has the particular opportunity of getting practical training in conducting and controlling joint ventures cooperatively.

5) Cooperative Consumer Stores and Canteens etc have also grown during the last decade. They have mostly been organised in Government and private offices, among railway employees and in educational institutions and are managed by the younger generation. The number of such societies is 391 which have a membership of 44960 and a working capital of 32.83 lacs. These self-help stores are also serving the public and gaining popularity.

6) An important organisation involving the youth is

at the college also run Students Union and Students Welfare Fund including controlling of a dispensary.

2) The primers and books of the primary and secondary general education, carry a chapter on cooperation in order to imbibe cooperative ideas in the students right from the beginning so that as they grow up they are ripe for running their own cooperative societies. Besides that there is a regular College for Home and Social Sciences for young girls at Lahore and there are two faculties in the West Pakistan Agricultural University, namely, the Faculty of Agricultural Economics and Rural Sociology including Cooperation and Marketing and the Faculty of Rural Home Economics for the propose of cooperatising the youth before he enters practical life.

3) There are 1272 thrift and saving societies in West Pakistan mostly among men and women teachers of Schools and Colleges. Their membership is 26,335 and working capital Rs. 16.40 lacs. The teachers contribute a fixed amount from out of their salaries towards deposits which is deducted at the base and they can draw loans up to 75% of their deposits for specific purposes. In that way they slowly multiply their savings and add thereto the yearly profits they earn. They withdraw their savings at the time of transfer or otherwise ceasing to be the member of the Society. Efforts are afoot to popularise these societies.

4) We have got 72 supply societies in educational institutions with a membership and working capital of 10856 and 7.24 lacs, respectively. These are organised and run by the young students and, undertake procurement and supply of books, exercise books and other articles of stationery to the students at cheaper rates. In 1962 over a dozen new cooperative supply societies were organised in some big educational institutions in Lahore like the Government College, Law College and the Haily College of Commerce etc. Lately these societies have been federated into a central wholesale organisation known as "The Lahore Central Cooperative Book Stores Ltd," and its object is to make available through the institutional supply societies, text books and stationery etc to the students at further lower prices. These are the organisations wherein, the youth has the particular opportunity of getting practical training in conducting and controlling joint ventures cooperatively.

5) Cooperative Consumer Stores and Canteens etc have also grown during the last decade. They have mostly been organised in Government and private offices, among railway employees and in educational institutions and are managed by the younger generation. The number of such societies is 391 which have a membership of 44960 and a working capital of 32.83 lacs. These self-help stores are also serving the public and gaining popularity.

6) An important organisation involving the youth is

the West Pakistan Educational Cooperative Trust Ltd., which was set up at Lahore early in 1963. Its area of operation is the entire West Pakistan and its objects are to undertake establishment and management of educational institutions, literary centres, sports clubs etc so as to give a fillip to the cause of education in general among the young. All the Cooperative societies and organisations as well as other persons are eligible for its membership. The trust undertakes to give financial assistance to the deserving dependents of the employees of its member institutions for the prosecution of higher studies. This Cooperative Trust has taken over the management of the National Technical Institute of Pakistan which was running Institutes for technical studies at Lahore, Rawalpindi, Peshawar and Karachi and has raised the status of all the four Institutes to that of Technical Colleges. The Trust has appointed highly qualified staff for teaching the engineering courses prescribed by the Pakistan Institute of Engineers.

7) The Pakistan Writers Cooperative Society Ltd, is yet another unit of recent origin. Its aims and objects are to induce the younger generation to produce useful literature and take to paintings and thus help themselves and the nation that way. It has set up a well stocked Coopera Book Shop and a Commercial Art Gallery. The Society has published a few books of its own and its income on account of sale of books and paintings has been about Rs. one lac in its first year of inception. It has also taken in hand the supply of technical imported books to the student community through their supply societies at comparatively cheaper prices, for which purpose it has been granted import licence by the Government.

8) There also exist 85 Compulsory Education Societies and Educational Associations in West Pakistan. Their membership numbers about 4000 and their working capital is Rs. 12,00,000. They are operative in localities where primary education has been declared compulsory. The number of boys and girls who should attend the schools under these societies are 2700 and 2400 actually attend the schools.

9) The West Pakistan Cooperative Development Board trains Community Development Workers who are initially recruited from young educated men and women. They are given training in manual and human relation skills for a few months, during which period emphasis is mainly laid on democratic leadership education. After the training they are put to community projects to work the schemes. These workers are then, later on, given in-service training to which courses they bring all the problems faced by them in the field where expert advice and guidance is made available to them and all the workers benefit therefrom.

10) The West Pakistan Cooperative Union, Lahore, which was organised in 1918, as the chief national cooperative

organisation and on whom the control of the movement is eventually to devolve, is, since then striving to publicise and propagate cooperative principles and impart cooperative education and training in order to promote, extend, assist and guide the cooperative movement and to work for the common good of the cooperators and the cooperatives. Realising that this peoples' movement is essentially 'adult education', the Cooperative Union has adopted the following means to achieve that end:

- (i) The Union has set up a Cooperative Institute of Management in 1962 with contributory financial assistance from the Government. The object of the Institute is to undertake research into management problems of cooperative organisations and to disseminate sound concept and knowledge of management and management techniques in them. It will draft and supervise implementation of management schemes for individual cooperative organisations and produce management manuals, books / guides for cooperative societies. It will thus serve as an expert consultation agency for the consumer stores and supply societies most of which are among the young, the banking & credit cooperatives and Agricultural and Marketing institutions.
- /and (ii) The Union arranges the delivering of talks and speeches as well as exhibition of documentaries and slides through its Audio-Visual Publicity Unit among the students in Colleges and Schools. Further it also holds debates on Cooperative subjects among the students and awards prizes.
- (iii) The Union invites competitive prize articles and drama scripts on subjects touching Cooperation in order to bring the youth within the Cooperative fold.
- (iv) The Union manages the issuance of supplements of well circulated daily newspapers on important occasions and arranges talks, interviews and panel discussion through Radio broadcasts.
- (v) The Union publishes an Urdu fortnightly and an English quarterly and undertakes the publication of original books, translation of books, booklets, pamphlets, leaflets and charts etc which are sold at nominal prices or distributed free of cost. Again it prints account books, registers, bylaws and audit notes etc which are sold at cost to cooperative societies.
- (vi) The Union is running a reading room and a public library which contains books touching all aspects

of the Cooperative movement besides inland and foreign cooperative magazines and periodicals etc. The University and College Students are specially attracted to the library and reading room who also use it for their research work. This, in turn, encourages the organisation of Cooperatives among the youth in educational institution.

11) Besides baptising the youth in the cooperative faith as aforesaid, we have also got, in West Pakistan, other organisations of the youth functioning for their social welfare which are cooperative and humanitarian in spirit though they are not 'Cooperative' in its technical and legal sense. They, by collective action, seek to lessen the sufferings of the young and provide them with facilities and amenities of life, which they themselves cannot obtain. The aims and objects of these corporate bodies cover the fields of economic welfare, education, health, hostelling, recreation and group work, vocational training and youth welfare and endeavour to achieve them by establishing schools, industrial homes and health Centres, by teaching of skills and handicrafts, hand machine embroidery, knitting and needle work and tailoring and sewing, by setting up of libraries and reading rooms, recreational clubs, cultural and vocational training institutions and by providing hostelling facilities etc. To mention some of these national organisations, I may name the Pakistan Youth Hostels Association, All Pakistan Social Welfare Organisation, Young National Association, Pakistan Youth Welfare Association, Young Men's Christian Association, Young Women Christian Association, All Pakistan Women Association and the Pakistan Girl Guides Association.

It may not be out of place here to give some details of one/such organisations. The Pakistan Youth Hostels Association originated in West Pakistan in 1950 when a Youth Hostels Committee was formed. The Government of Pakistan recognised the Association in 1953 as the national organisation for promoting youth hostelling in the country. Thereafter, the Association became a member of the International Youth Hostels Federation. The aims and objects of the Pakistan Youth Hostels Association are :-

- (i) to promote better understanding between town and country dwellers.
- (ii) to promote inter-provincial and international understanding by providing facilities to people from other provinces and countries.
- (iii) to open up the country side to those who cannot afford to travel in the ordinary way and
- (iv) to provide living where young people can find food, shelter and companionship. The Association also arranges training courses for youth leaders

the
of both/sexes based on the fundamental idea of "character building through adventure" and imparts knowledge in path-finding, hill walking, mountain climbing, study of plants and rocks, surveying and photography.

The FYHA is a non-profit making, non-sectarian and non political corporation and its membership extends over to 45,000 persons out of which 5400 are women. The Association has constructed 18 Youth Hostels of its own at some of the historical and beauty spots and is entitled to adopt 35 hostels at other places. The Government of West Pakistan awards an annual grant of Rs. two lacs to the Association for the construction and maintenance of youth hostels.

12. Then there exists the "West Pakistan Social Welfare Council" for the coordination and guidance of the various social welfare organisations. The Council has been sponsored by the Government and its objectives are :

- (a) to cause a survey to be made of the needs and requirements of social welfare organisations;
- (b) to render, when necessary, financial aid to deserving organisations and to evaluate their programmes and projects;
- (c) to ~~coordiante~~ ~~the assistance~~ extended to social Welfare agencies by the Government;
- (d) to formulate plans and policies including experimental programmes for the development of social welfare and implementation thereof;
- (e) to collect statistics and publish data and literature regarding social welfare programmes; and
- (f) to educate the public in problems of welfare and to secure their cooperation in solving their problems.

This then is the foundation material concerning the Youth and Cooperation in West Pakistan for your microscopic examination and you are invited to pave the way for raising the edifice of deep rooted coordination and collaboration for the everlasting mutual usefulness of the activities of the Youth and the Cooperatives. I would like to make the following observations in this connection:

- (i) An all out drive should be launched, to organise in large number, the cooperatives of the types already in existence for the good of the youth. Further the national Cooperative organisations of the country should

assess all the needs of the youth and take practical measures for the establishment of other cooperatives suiting their requirements.

- (ii) Students of educational institutions have sufficient leisure during summer vacation. They should be given regular cooperative leadership training during that period so that they are attracted to organise more cooperative societies in their Colleges etc and take lively interest in their working.
- (iii) There should be a close contact between the Youth and Cooperative Institutions at local, provincial, national and international levels. The national youth organisations should inform the national cooperative institutions about the visit and programme of the incoming youth leaders so that the cooperators welcome them and exchange ideas. Similarly the national youth organisations should be intimated about the visits of cooperators from other countries.
- (iv) The Cooperatives should arrange to deliver talks and lectures on cooperative subjects affecting the youth at the 'Camps' and training courses of the youth organisations. Likewise youth leaders should be afforded opportunity to explain youth activities at the gatherings of the cooperatives. They may also occasionally express their ideas to the regular trainees of the cooperative training institutes.
- (v) Cooperative Youth Clubs should be promoted among the young in the educational institutions and even otherwise to provide a forum to them, run on cooperative basis by them. These clubs should provide and arrange for recreation, hostelling, literary meetings, symposiums and debates etc, with provincial and national cooperative youth clubs to which the primary clubs may be affiliated, for safeguarding their interests and imparting necessary guidance and advice.
- (vi) Lastly I would urge that the ICA and WAY should set up a Committee consisting of the representatives of the cooperative and youth organisations to consider the suggestions made by participants to this Seminar and chalk out a Five Year Master Plan for South East Asia for better understanding and closer contact between Youth and Cooperation which may be adopted by the countries of the region.

Let us then keenly pull our weight together and see that the cooperative and youth organisations march on to a position

where they can significantly touch the life and economy of the country and radiate welfare among the teeming millions.

Before coming to a close, I must express my gratitude to the International Cooperative Alliance, the World Assembly of Youth, the Cooperative Union of Malaya and the Malayan Youth Council, for arranging this Seminar and affording me an opportunity to address you. I am also grateful to the participants and every one here for the attention paid and deference shown to me. Thank you.

Seminar on Youth and Cooperation,
Kuala Lumpur (Malayasia)
January 11 to 22nd, 1964.

Background paper in respect of East Pakistan.

Before independence, youth movement was a most significant phenomenon that contributed vastly to the social and political awareness of the masses in undivided Province of Bengal, a portion of which after independence has now become the province of East Pakistan. The youth movement which sprang up mostly from educational institutions in pre-independence period had to concentrate their activities after independence, for obvious reasons, for the promotion of social, cultural and other extra-curricular activities within their respective institutions. Unfortunately, some of the youth organisations, in the midst of the great spur of their movement, were swayed away into the higher politics of the country to the great detriment of the educational career of the participants. There were, of course, some youth organisations outside the educational institutions whose avowed object was more of a political nature than socio-economic. In the rural areas, scores of youth organisations have been in-existence for a pretty long time, which inspite of their organisational and financial handicaps, have rendered quite useful services in the development of sports, culture, communication, relief works etc. Afterwards, some of these organisations for want of proper guidance and financial backing, gradually died down, while others which had started dabbling in politics or were used as tools in the hands of self-seeking political leaders, were doing more harm than good to the genuine welfare of the youth movements. This was the state of affairs when Martial Laws were promulgated in the country towards the end of 1958.

Although the Martial Law Administration did not restrict the youth movement activities in Pakistan and has rather encouraged the youth organisations, devoted to socio-economic upliftment programme yet the restriction of the Government on dishonest and self seeking power politics, did eventually put some check on the spontaneous but disorderly growth of the youth movement in the country. The result ~~is~~ is that the number of youth organisations in East Pakistan has by now been reduced to the minimum. The prospect of organising youth activities with genuine leadership and constructive work plan is however

10

contd. from previous page
being gradually widened.

There are many organisations now functioning in East Pakistan with which the youth are associated but they cannot strictly be called youth organisations, Some of these organisations have actually been functioning since long and have earned good reputation in the fulfilment of their objectives. A brief note on some of them is given below:-

(i) Mukul Fouz: Literally meaning "an army of children". this organisation was established in 1942 with the object of training up the youth into ideal citizens. School students upto the age of sixteen are entitled to membership of the organisations. Its achievements during the last few years in the fields of games, social welfare, cultural activities and routine-visits have greatly contributed to the social reconstruction of the country.

(ii) "Pakistan Girl Guides Association":- This organisation has its branch in East Pakistan and it aims at developing the qualities of character that make for good citizenship.

(iii) "Boy Scout Association":- This International organisation has also its activities in East Pakistan and has attained commendable success in its sphere of activities.

Among the youth activities organised or assisted by the Government mention may be made of youth clubs. These clubs were established in selected villages under the Village-AID Programme, with the object of assisting the rural people in adult education, agriculture and home-making. But with the abolition of the Village-AID Programme in 1960, all of these clubs went into gradual liquidation. Another important Government sponsored organisation of the youth is that of the "Ansars" which mean "helpers". These organisations were set up after independence of the country and have more than two thousand units in East Pakistan. Their aims and functions include maintenance of peace and order in the villages, construction and repair of roads, canals etc. and conduct of relief-operations during natural calamities.

But the most important youth activities projected by the Government in East Pakistan are the organisation of twenty youth welfare Centres for which a Five year (1961-1965) scheme is under execution. The scheme aims at developing the personal resources of body, mind and spirit of the youth and envisages organisation of youth

continued from previous page :

camps, work projects, festivals, excursions and visits for

Six of these centres are already in operation and the establishment of the ~~the~~ remaining centres are afoot.

It needs be mentioned here that none of the aforesaid youth organisations had any aim or programme for organising its own activities by adoption of Cooperative principles nor any of them has rendered assistance to or sought any assistance from any cooperative organisation. This position, though melancholy, has some reasons. The Cooperative movement in this province which has sixty years of experience at its credit, could not generate that amount of cooperative spirit among the common masses and the intelligentsia which was necessary for organisations like those of the youth, to take recourse to cooperative method in their programme of works. On the other hand, the cooperative movement in East Pakistan which was busy during the last few decades, with rehabilitation and strengthening of its weak foundation, could not collaborate with and encourage the activities of the youth.

But it is keenly felt that this isolation existing between the two movements should no longer be allowed to continue. Since both the movements have their main objects in common and the youth, who are endowed with the spirit of social services, are the political leaders of both the movements, establishment of a cordial relationship between them is indispensable.

Although not very significant, the activity organised by the East Pakistan Cooperative Union Ltd. in this line may be mentioned here. The Union recently organised four seminars for the social welfare workers and organisers who are now conducting the youth welfare centres, discussed earlier in this paper. The Union organised also a Seminar for twenty nine lady workers, representing fifteen Women's organisations of Dacca city.

But the most important aspect of associating the youth with cooperation is the quite recent movement in East Pakistan for organising Cooperatives among students in schools and colleges. In course of the last two years, cooperatives have been organised by the students of the schools and colleges in East Pakistan. The students have set up consumers' stores, canteens and have been managing the same on the basis of self-help and voluntary contribution of funds. Although the movement is still in the embryonic stage, both the

P. T. 6

continued from previous page :

camps, work projects, festivals, excursions and visits for t

Six of these centres are already in operation and the establishment of the remaining centres are afoot.

It needs be mentioned here that none of the aforesaid youth organisations had any aim or programme for organising its own activities by adoption of Cooperative principles nor any of them has rendered assistance to or sought any assistance from any cooperative organisation. This position, though melancholy, has some reasons. The Cooperative movement in this province which has sixty years of experience at its credit, could not generate that amount of cooperative spirit among the common masses and the intelligentsia which was necessary for organisations like those of the youth, to take recourse to cooperative method in their programme of works. On the other hand, the cooperative movement in East Pakistan which was busy during the last few decades, with rehabilitation and strengthening of its weak foundation, could not collaborate with and encourage the activities of the youth.

But it is keenly felt that this isolation existing between the two movements should no longer be allowed to continue. Since both the movements have their main objects in common and the youth, who are endowed with the spirit of social services, are the political leaders of both the movements, establishment of a cordial relationship between them is indispensable.

Although not very significant, the activity organised by the East Pakistan Cooperative Union Ltd. in this line may be mentioned here. The Union recently organised four seminars for the social welfare workers and organisers who are now conducting the youth welfare centres, discussed earlier in this paper. The Union organised also a Seminar for twenty nine lady workers, representing fifteen Women's organisations of Dacca city.

But the most important aspect of associating the youth with cooperation is the quite recent movement in East Pakistan for organising Cooperatives among students in schools and colleges. In course of the last two years, cooperatives have been organised by the students of the schools and colleges in East Pakistan. The students have set up consumers' stores, canteens and have been managing the same on the basis of self-help and voluntary contribution of funds. Although the movement is still in the embryonic stage, both the

both the students and the teachers appear to be enthusiastic about these Cooperatives which augurs well for the future.

But with the growth of importance of cooperation as a weapon for effecting socio-economic changes in the country, and with the increasing necessity of organising the youth for building up of a happy and prosperous nation mere sporadic efforts for coordination of these two movements will not ~~not~~ do. To attain effective coordination between these two movements in the greater interest of the nation, it is necessary for each of them to know the others problems and programme of works and to establish a healthy relationship in works in the practical field at all levels.

We hope that our participation in this seminar will help and guide us in establishing greater collaboration between the youth and the cooperative Movements.

International Cooperative Alliance
New Delhi

Seminar on Youth and
Cooperation, Kuala Lumpur
11th - 22nd January 1964

National Paper on Cooperative Youth Movement
in Ceylon

Ceylon has often been referred to as the Denmark of the East in respect of her Cooperative Movement. The Island of Ceylon, situated at the southern tip of India has been described at different times by historians as the Garden of Eden, the Spicy Island and in modern times as the land from which comes the best tea in the world. Two thousand five hundred square miles in extent, Ceylon has a population of over ten million people who are mainly agriculturists - the Island's chief products being Tea, Rubber and Coconut.

The Cooperative Movement came to the Island fifty years ago as a rural credit movement, but today it is a vast organisation covering almost every sphere of economic activity and 7 million (76%) of the total population is associated with the movement in some way or other. In its 14,000 societies are found consumer societies, agricultural societies, industrial societies, cooperative youth clubs etc.

With the granting of independence to Ceylon in 1948, the cooperative movement was given a great impetus. It was felt that any attempt made to uplift the nation should be started in the village. The fact is clearly shown when we consider that eighty five per cent of our population is a rural agricultural population. Hence the first attempt at the task of nation building was started in the village. And thus the rural development movement came into existence to organise voluntary societies in the villages to meet the needs of the village on a basis of self help. The movement met with such success that it opened new avenues. The villagers not only got together and built roads, schools and temples but they also directed their joint efforts to seek ways and means to improve their economic conditions. It was then felt that the basis of rural development was sound cooperation. Though many cooperative ventures were started in the villages it tended to be a failure. This was primarily due to the lack of social responsibility in some of our people. It was then felt that an organised effort had to be made to make at least the future citizens more civic minded, aware of their social responsibilities and make available their service for the increasing needs of cooperative activity in Ceylon. And for the first time in 1952 the cooperative youth movement was started in 3 selected areas as a trial venture, as a part of the general social responsibility that the cooperative movement assumes, and also to ensure a supply of trained youth to meet the increasing needs of cooperative ventures particularly in rural areas.

And in this direction the movement aimed to create an opportunity through youth activity to hold the mind and spirit of youth and then bring vigour into the cooperative movement as a whole. The aims of such organised activity has been -

By progressive stages to give the individual, opportunities for healthy development and expression, so that he or she may learn to live in a community and be able to share fully in, and contribute to the common inheritance.

And its objects are :

1. To provide a common framework for educational, social and recreational work among young people in the cooperative movement.

2. By application of the experiences, the principles and the resources of the cooperative movement, to assist the individual to develop in fellowship with others his qualities of personality and character and to take his **rightful** place as a responsible member of a democratic community.
3. In particular to teach the social significance of cooperation as a way of living.

With these aims and objectives so well defined the cooperative youth movement offers real opportunity for the youth to build up national prosperity through cooperative youth activity. The cooperative youth movement in Ceylon is patterned very much similar to the much advanced cooperative youth movement in England but with modifications to suit the general, social and economic development of the country. And hence the cooperative youth movement in Ceylon serves a constructive social purpose.

The urgent need is skilled youth leaders. Young men with skill and conviction to act with the zest and zeal of a missionary, to initiate nation building at the village level. This could be done only by starting or extending the cooperative youth movement in to all schools, colleges and even universities so that educated young men could make a substantial contribution to the future prosperity of a country by helping to sponsor youth activity within their reach.

It would be proper to describe here some of the worthwhile achievements of the cooperative youth movement to the general public. The cooperative youth movement provides opportunity through what are called "interest groups" within the clubs to execute projects of immense benefit to the community. For instance our youth clubs have been working paddy fields of small extent for the last few years but with a special purpose. The purpose is to try through the "agricultural interest group" in the club, the latest methods in paddy cultivation. When the boys know the technical aspects and the know-how of the latest methods, they would go to the villagers and induce them to try the latest methods and thereby help increase production. Working paddy fields on these lines has been a common feature in almost all the clubs. Another thing that we propose to undertake in the near future is poultry farming. Ceylon now imports many millions worth of poultry. The youth clubs could help to a very large extent to break away from tradition and religious beliefs and raise within the country sufficient food not only for our needs but also for the needs of our neighbouring countries. In this way the cooperative youth hopes to initiate reform at the village level and then to do it well for the benefit and well being of the whole nation.

Further the cooperative youth movement in Ceylon has undertaken a nation-wide programme of organising youth camps, where the youth of the country will be brought into contact with the realities of life and provided with facilities for doing intensive social service through "Shramadana", manual labour and sanitation, social, educational cultural and recreational programmes. These camps develop the spirit of self sacrifice and dignity of labour for the realisation of a happy and prosperous community life. The students from schools and colleges work together with village youth and live with rural folk and live a disciplined life to fit themselves as citizens and builders of a welfare state.

Let us follow the example that the "foundation of every state is the education of its youth".

.....

BACK GROUND PAPER ON
AGRICULTURAL COOPERATIVE MEMBER EDUCATION
IN JAPAN

Japanese Delegation
Bunzo Kamimura
Shigeto Hirayama

AGRICULTURAL COOPERATIVE MOVEMENT IN JAPAN

Present Agricultural Cooperative Organizations in Japan was established 15 years ago as a part of the important policies for democratization of rural community according to the Agricultural Cooperative Law which was enacted in 1947. It was about 80 years ago, however, that the agricultural cooperative movement started in Japan. In 1868 modernization of Japan in general took place and resulted in various reformations as well as the establishment of modern type of cooperative organizations. In order to promote the movement Cooperative Act was enacted in 1900 by which agricultural cooperatives were organized in village level, prefectural level and national level, and by 1930 whole the country was channelled by agricultural cooperatives.

Now almost 100 % of farmers are organized through agricultural cooperatives and they are much benefited through the business on marketing, purchasing, crediting, mutual-insurance, warehousing and processing of agricultural cooperatives as well as welfare activities, such as medical services through agricultural cooperatives hospitals. Also activities on farming advise, legislation, education, cultural and life improvement, etc. have been strongly promoted. Especially, youth associations and women's associations of agricultural cooperatives are playing very important role in educational, cultural and life improvement activities. Agricultural cooperatives which occupy very important position in Japanese rural economy are multi-purpose cooperatives. This type of cooperatives handle credit, mutual insurance, making, purchasing, processing business in one society. This is one of the typical characteristics of the Japanese movement.

In the early stage of the development agricultural cooperatives were organized on the basis of one in each village and after the World War II all the villages throughout the country covered by those agricultural cooperative organizations. But as those villages and towns were amalgamated later into larger administrative unit, it resulted in creating a village where more than two agricultural cooperatives existed and agricultural cooperatives also began to be amalgamated so that they might have more sound basis for economic activities. The average membership of each unit cooperative society is about 700 and about 12 officials and staffs are working in full time. Larger amalgamated societies have about 3,000 to 5,000 members with about 100 staff members.

At the prefectural level various federations have been organized such as economic federation, mutual insurance federation, credit federation as well as prefectural union. At the national level, the Central Union of Agricultural Cooperatives, National Cooperative Bank, etc. are organized to promote the activities effectively throughout the country.

The problems at which agricultural cooperatives are facing today are how to adjust and amalgamate the present organizational structure of agricultural cooperatives to the social and economic conditions.

Figures on agricultural cooperative organizations and businesses volume

1. Number of federations	1,216	5. Annual volume of business	
2. Multi-purpose unit coops	12,050	i Marketing	¥561,200 millions
3. Single-purpose unit coops	16,846	ii Purchasing	¥251,000 "
4. Individual members	6,920,000	iii Savings	¥589,300 "
		iv Loan	¥301,800 "
		v Long-Term Insurance	¥1,270,000 "
		vi Short-Term	¥160,000 "

Table 2

(sex ratio)

Sex	(a) Total working popu.	(b) Agricultural popu.	Percentage
Male	23,893,000	7,092,000	29.6 %
Female	15,368,000	7,798,000	50.8 %
Total	39,261,000	14,890,000	38.1 %

(average)

Table 2'

(age ratio)

Age	(a)	(b)	Percentage
15-19	4,329,000	1,297,000	29.8 %
20-24	6,376,000	1,848,000	28.8 %
25-29	5,510,000	1,806,000	32.7 %
30-35	4,289,000	1,526,000	35.7 %

Table 2 shows that the relative importance of female labour is overwhelmingly greater in agriculture as compared to other industries.

Recently, the female population engaged in agriculture has become larger than the male, especially on small farms, commutes to work in non-agricultural fields, such as office work or in near-by factories. So, we should say this type of farming today is "Wifery" rather than "Husbandry".

The youth associations of agricultural cooperatives came into being side by side with the establishment of the agricultural cooperatives.

The aim was to democratize the rural districts and to improve the social and economic status of farmers. When the agricultural cooperatives started, young rural people expected great deal from them. Therefore, each branch of the youth association of agricultural cooperatives was originally created by the hands of youth, such as reading circles, discussion meetings, systematic studying groups for progress in agricultural techniques and management, and they formed various kinds of groups to improve their own social economic status and ways of living, etc.

But they came to feel that to reach higher development in their activities they should help each other and promote their own cooperative movement, so they formed their various kinds of groups into one association. In spreading its principles throughout the country, the movement was required to establish a national organization, so that in May, 1954 The National Youth Association of Agricultural Cooperatives was established.

The characteristics of youth associations:

-) it shall be an organization for the promotion of the cooperative movement.
-) it shall be an organization of young farmers.
-) it shall be a voluntary and independent organization.
-) it shall be an organization of partners.
-) it shall be politically neutral.

Table 3

The member of the organizations and members of youth associations.

	Unit org.	Pref. org.	Membership
April 1954	3,514	27	252,000
" 1956	4,363	36	331,000
" 1959	6,247	45	501,865
May 1960	6,147	45	470,976
" 1961	6,181	46	454,996

Education and Public Information Department has been set up in the Central Union Agricultural Cooperatives, where general measures for the promotion of educational activities are devised in the form of guidance on common problems of agricultural cooperative education, promotion of the plan, publishing educational materials, the use of mass media, etc.

National purchasing Federation, National Marketing Federation, National Mutual Insurance Federation and Central Cooperative Bank for Agriculture and Forestry have specialized department for public information services and research, where they provide useful materials for the cooperative member education.

Ie-No-Hikari Publishing Association and National Newspaper and Information Federation Agricultural Cooperatives are also making a lot of contribution to the member education providing recreational and informative materials through monthly magazines "Ie-No-ari" "Chiyo" of the Association and "Japan Agricultural News Paper" of the Federation.

Those national organizations have regular meeting every month to make adjustment their activities.

Prefectural level

In Japan there are 46 prefectures and in each prefecture there is a Prefectural Union of Agricultural Cooperatives. In the union the department or the section of education and information which have similar functions as national ones is set up.

Primary level

In most unit agricultural cooperatives, there are persons who are in charge of member education. They have appointed full-time officials or general secretary to be person responsible in general and division chiefs to be persons who actually serve for member education.

At each level mentioned above, Coordinating Council Meetings and Study Meetings are regularly held to promote educational activities in systematic way.

COMMON PROGRAMME BEING PRACTICED THROUGHOUT THE COUNTRY

Educational activities are not always at the same level and effective in national, prefectural and primary organizations. But some common programmes throughout the country will be introduced here with a brief explanation.

Educational planning

General educational programme is formulated and practiced by the initiative of prefectural unions and the Central Union of Agricultural Cooperatives. Especially it is the main function of unions to organize training school, and training course for leaders, to publish and distribute the materials concerned and to co-ordinate the activities of various organizations.

Method of education

1) General meeting

As it is seriously considered in many countries how to organize general meeting, the general meeting is one of the best opportunity for member education.

In Japan, many agricultural cooperatives began to use the slogan "promote the cooperative spirit, to use charts, graphs and statistics to show the increase of the business, and to use the slides and films. More graphs are also used in the materials to be distributed at the general meeting rather than the difficult figures and explanations for members to understand. Another important one is to inform the members in detail in advance what they are going to discuss at the general meeting.

BURAKU (Sub-village) Discussion Meeting

Buraku Discussion Meeting has been practiced as one of the very important educational activities throughout the country and its importance has been much increased by the amalgamation of agricultural cooperatives.

This meeting is usually organized before tentative term for settlement of accounts, general meeting and new campaigns on purchasing, marketing, credit and understand well about their businesses and can get their cooperation. In organizing those discussion meetings special consideration will be paid for distinguishing face to face contact and for preparing materials to be attractive.

Youth associations and women's associations of agricultural cooperatives

Youth and Women's Associations of agricultural cooperatives are very important groups in formulating educational activities. Agricultural cooperatives are assisting them to promote their voluntary activities in specialized groups such as livestock, vegetables, swine breeding and poultry, regional activities and meetings of young men and women within villages. Also there are many agricultural cooperatives which organize various training courses for the members of those youth and women's associations.

School cooperatives of children

Agricultural cooperatives are extending their assistance to children's cooperatives and school cooperatives in villages as a part of their educational programme. The purpose is to give the idea of cooperation to children of the members and educate them to be good citizen.

Children cooperatives are mainly working in credit activity to receive savings as "Children Saving". School cooperatives are working in the fields of farming study, joint production, purchasing, etc.

Radio Agricultural School

The radio programme as Radio Agricultural School is broadcasted everyday throughout the country for youngmen and women who are engaged in farming in order to attain to the scientific and fundamental knowledge to agriculture. This programme is conducted by experts on agriculture and agricultural cooperatives and its texts are published for the use of listners. Farm advisers and agricultural extension workers also give field training as supplement in a village for those listners.

Collaboration with Community Centres, School Educational Institutions and other Organizations

Agricultural cooperatives are not only performing their own educational programme but also keeping the close contacts with community centres, education committee, young men's organizations, women's organizations and cultural organizations so that agricultural cooperatives may be much benefited.

Establishment of agricultural cooperative library and promotion of reading circles.

Many unit agricultural cooperatives have established agricultural cooperative libraries in their office where books on general culture, agriculture, agricultural cooperatives, etc. are collected for the use of members. Itinerant library is also permeated.

On the other hand, women's association of agricultural cooperatives have been promoting reading activities by small groups and the members meet together from time to time to discuss and exchange of ideas or impression on subjects in books they have read. This gatherings are called as Reading circles and very popular among members.

Other method of education

In some parts of the country, the new method have been applied in the form of itinerant agricultural cooperative federation which contributes much for better understanding between officials of prefectural federations and the members. Because members can directly talk to the officials of prefectural federation about their own opinions and also the officials can explain directly to the members about their businesses so that they may get more support and cooperation from the members.

Also leaders of youth and women's associations are invited to agricultural cooperatives as "one day staffs" so that they may be acquainted with activities of agricultural cooperatives.

As other methods of education, it is planned to utilize chances of study tour and other trips of members.

educational materials and facilities

To attain the purpose of educational activities, educational facilities and materials should be fully utilized. From this point of view, agricultural cooperatives are providing them as follows;

Periodicals

(a) "Agricultural Cooperation" - monthly magazine

This magazine is published by the Central Union of Agricultural Cooperatives for officials and staff members of cooperatives, which contains various thesis on agricultural cooperation, suggestions or advices to agricultural cooperatives and topics. (No. of circulation - 10,000 copies)

(b) "Japan Agricultural News Paper"

News and comments on agricultural policies of the Governments and policies of agricultural cooperatives, articles on farming, rural life and culture, etc. are contained in this news paper which is published every other day by National News Paper and Information Federation of Agricultural Cooperative s. (No. of circulation- 300,000)

(c) "Ie-No-Hikari" (Light at Home) and "Chijo" (Good Earth)

"Ie-No-Hikari" is published monthly by Ie-No-Hikari Association for farmers and it contains various articles on agricultural cooperation, farming, daily-life, culture, recreation, health, etc. "Chijo" is the magazine for young peoples and published by the same association to give them better and specialized knowledge of agriculture, politics, social and economic conditions. (No. of circulation: Ie-No-Hikari - 1,800,000 Chijo - 50,000)

Wire-communication system

This system is rapidly permeating in villages and about 30% of the total farm household in Japan have been covered by this system which is a combination of telephone and broadcasting. In the office of primary agricultural cooperatives, there is a broadcasting studio together with switch board through which every member farmers are connected by wire with each other. Each member has a set of telephone and loud speaker in his house, so any radio programme or informations can be communicated easily from cooperative society and also whenever members want to talk by telephone.

By the establishment of this system, the activities of agricultural cooperatives have been very much promoted and the movement itself was also strengthened.

3) Slides and films

Slides is a very effective mean to promote BURAKU discussion meeting and small group activities, and films such as record films and drama films are also very effective educational mean with persuasive power. National Rural Film Association, which is organized by agricultural cooperatives, is producing and providing various film on agriculture, agricultural cooperation and drama, and also slides. Local agricultural cooperatives also began to produce them by themselves.

4) Tape recorder and camera

As the wire-communication system permeates, many agricultural cooperatives purchased tape recorder to use it for educational purposes.

Ordinary camera and movie camera for 8mm film also became popular to keep records of unit cooperatives.

5) Scholarship system

Scholarship systems for childrens of members have been established by some well developed prefectural federations and primary cooperatives, but there are differences in the system by organizations.

6) Use of mass media

As one of the examples of education method by using mass media, Radio Agricultural School was mentioned before. Besides, many agricultural programmes are broadcasted over the Radio and TV. For devising those programmes, a Programme Making Committee is established and to which representatives of agricultural cooperatives at different levels participate as members.

The tremendous development of transistor radio and television has so resulted in the increase of the rate of radio and TV listeners in rural area that much attention is paid to the effects of new method of education through mass media.

FUTURE DIRECTION

The purpose of agricultural cooperative education is to create members who are really able to build a modernized rural community in line with the rapidly changing conditions of agriculture and rural life.

Rapid economic growth in Japan has resulted in the increase of the demand for labour in cities and in the decrease of farm labour because of outflow of young rural population to cities. Number of part-time farmers and housewives farming have also increased. Japanese agriculture, has to be reformed in its way of production so as to be able to introduce more mechanized farming and facilities.

On the other hand, the improvement of electric instruments and processed foods have also brought the increase of standard of living. The way of life of the member farmers has to be improved.

Therefore educational activities in future have to be led toward the following directions;

- To increase the sense of enterprise and management capability

According to the analysis of consumption tendency and demand for agricultural products, production plan must be devised. For the promotion planned production, joint and large scale farming has also to be introduced. Educational programmes put an emphasis upon activities to give the members the sense of enterprise, capability on farm management and improved agricultural techniques which are required by modernized agriculture.

2. To increased the sense of cooperative solidarity

In the reformation of agriculture from small scale farming to large scale farming, it is quite necessary to increase the sense of cooperative solidarity. For that purpose the importance of cooperation must be emphasized and programme must be devised in that line.

3. To give the knowlwdge and techniques to enjoy cultural life

Another aspect of education to be emphasised is to educate members to be creative and to devise their lives more enjoyable and rich and also to give the knowledge of life in modernized society as well as the knowledge of new consumption commodity.

4. To increase the sociality of farmers by promoting organizational activities

Farmers have to express their own criticism and opinions to the Government to solve the problem of increased gap of incomes between farmers and city people and to make better agricultural policy of the Government. Therefore agricultural cooperatives perform their educational programme to promote the organizational activities through which farmers may unite their will and opinion to request the Government and also may appeal to the people in other sectors to make them understand about their conditions.

EMBARGO: For publication and broadcast
NOT BEFORE 2.30 p.m. on
Saturday, January 11, 1964.

Speech by the Hon'ble Dato Sardon bin Haji Jubir,
President of the Malayan Youth Council, at the
opening of the WAY Seminar on "Youth and Co-operatives"
at the Co-operative College, Petaling Jaya, on
Saturday, 11th Jan. 1964, at 2.30 p.m.

The Hon'ble Minister of Agriculture and Co-operatives,
Enche Mohd. Khir Johari;
Distinguished Members of the Panel of Lecturers;
Delegates and Guests.

I must first express our thanks to the Honourable Enche Mohd. Khir Johari for having so kindly consented to declare open this Seminar, which the World Assembly of Youth is responsible for organising in collaboration with the International Co-operative Alliance and with the co-operation of the Malayan Youth Council and the Co-operative Union of Malaya.

Although this is the second Seminar to be organised in Kuala Lumpur by WAY since the Independence of Malaya, it is also the first to be held in the Federal capital by WAY since the birth of Malaysia. It is, therefore, natural for us to attach special significance to this Seminar, for which the subject chosen "Youth and Co-operatives" is most appropriate in view of what the Malaysian Government is now doing to strengthen the Co-operative Movement in this country.

The fact that WAY itself has combined with the ICA to organise this Seminar and has made available the services of experts on Co-operatives to lead the discussions goes to show clearly that this world youth body considers this Seminar to be highly important. If I may point out here, WAY has even seen fit to arrange for someone of international calibre and well known to us to be one of its representatives to assist in the Seminar. I am referring to the Hon'ble Mr. Ravindra Varma, WAY's past President and one who has been closely associated with the Youth for a long time. However, Mr. Varma is unable to arrive in time for the official opening of the Seminar and will only be here in three or four days' time. Malaysian Youth have come to know him as a true friend and a capable leader after hearing his inspiring address at the Malayan Seminar on Youth Leadership Training held by WAY in Kuala Lumpur in mid-1962. I am sure that the participants of this Seminar will find Mr. Varma not only inspiring but convincing.

I have always maintained that Youth can play a notable part in many fields. In this country, our Youth have helped and are still helping the Government to carry out its Rural Development Programme, which is aimed at bringing prosperity to the rural areas and raising the standard of living of our rural folk. Our Youth are also very active in voluntary undertakings, proving themselves capable of shouldering heavy responsibilities and of performing tasks at the risk of their own lives. The Youth of Malaysia have also been responsible for the political changes in Malaya and in Malaysia, particularly in the fixing of target dates for the Independence of Malaya and later of Malaysia. Even now they are coming forward without hesitation to answer the nation's call to register themselves for national service in order to be prepared to defend our new developing nation against any internal subversion and foreign aggression.

(more)

OPENING OF THE WAY SEMINAR

We are not only happy but grateful that this Seminar has been arranged so that our Youth can be taught the advantages and the potentialities of the Co-operative Movement. We believe that for the future leadership of the Movement, it is most necessary to provide our Youth with such education. Through this Seminar, I am certain that our Youth will be able to acquaint themselves with co-operative principles and practices and other necessary details.

We have, attending this Seminar, a wide cross-section of Youth from many countries who are anxious to better themselves. I am confident that with the help and guidance from the panel of experts, the participants will be able to equip themselves with the necessary knowledge on how to go about in the field of Co-operatives. I am also confident that the Youth attending this Seminar will become a shining example to the Youth elsewhere and give the lead in all matters in which the participation of Youth is essential.

In closing, I would like to express our thanks and appreciation for all the support and ^{financial} assistance from the various bodies, in particular the Asia Foundation and the Lee Foundation, and also the Ministry of Agriculture and Co-operatives and the Ministry of Labour and Social Welfare, as well as the Principal of the Co-operative College for the loan of the College and Hostel, without which this Seminar would not have been possible.

I would also like to extend to all delegates a very cordial welcome to Kuala Lumpur and hope they will enjoy every minute of their stay in the Federal capital and return with renewed vigour to work harder to improve their youth organisations.

I have now great pleasure in calling upon the Hon'ble Enche Mohd. Khir Johari to address you and to declare this Seminar open.

KUALA LUMPUR,
11hb Januari, 1964.

(di-keluarkan pada pukul 12.00 t/hari)

=====



SIARAN AKHBAR

DI-TERBITKAN OLEH JABATAN PENERANGAN MALAYSIA

FEN.1/64/117(AGRIC)

SEMINAR ON YOUTH AND CO-OPERATIVES:
KHIR JOHARI'S SPEECH

Text of speech by the Minister of Agriculture and Co-operatives, Dato' Mohd. Khir Johari, in declaring open the WAY Regional Seminar on Youth and Co-operatives at the Co-operative College, Petaling Jaya, at 2.30 p.m. today (January 11):

I am very much honoured by your invitation to come here this afternoon to declare open this Seminar on Youth and Co-operatives. Although I am strictly speaking not a youth in age - I shall be reaching my 41st year very soon - I am, what may be called, in the youth of old age. At any rate I can claim to be a few years younger than my colleague, the Minister of Transport, who incidentally is the President of the Malayan Youth Council.

I would like first of all to thank the World Assembly of Youth and the International Co-operative Alliance for their decision to hold the Seminar here in Kuala Lumpur. The Malayan Youth Council and the Co-operative Union deserve our special congratulations for their active collaboration in organising this Seminar. On behalf of the people and the Government of Malaysia, I would like to extend our warm welcome to our friends from overseas who are participating in this Seminar. You will note that I used the word 'friends' and this is done on purpose. Some people may refer to you as foreigners. I don't think we should encourage the use of this word as it tends to bring about a feeling of aloofness between the people of one country and that of another. As far as I am concerned, you are our friends and our job should always be to promote friendship and goodwill amongst the peoples of the world.

The topic of youth and co-operatives chosen for the Seminar is a most appropriate one. The biggest asset that most countries in Asia have is the youth. If we could generate this asset in a proper way, the future of our Asian countries is bright and encouraging. If the youths of these countries could co-operate with one another the task ahead of us will be very much lessened.

(more)

Most Asian countries have their own peculiar problems but the objective is a common one and that is to give a better deal for the masses. To be able to achieve this objective we must have first of all peace and co-operation. We in Malaysia are dedicated to peace and co-existence. You have heard of various organisations being set up supposedly to work for peace. For example, you have heard of what is called the Afro-Asian Organisation. We are told that the aims and objectives of this Organisation are to work and co-operate with one another with a view to achieving peace and prosperity amongst the Afro-Asian nations. But it is sad for us to see that in practice the reverse is the case. Sometimes we see a bigger Asian nation trying to bully a smaller one just because the smaller nation refuses to bow to the wishes of the bigger one. This is indeed a mockery of what is called the Afro-Asian spirit. Instead of creating more problems and wasting our time and money on unproductive acts, it would be in the interest of everyone and indeed of the world at large if we were to co-operate with one another to face our common enemy and that is, poverty amongst our peoples. Love, friendship and respect do not unite people as much as common hatred for something and that something, to my mind, should be poverty.

Most Asian countries have placed great importance on the Co-operative Movement as a means of raising the living standard of our people. It is my hope that this Seminar will enable youth organisations in this part of the world to gain some inside knowledge and information on the development of the Co-operative Movement in S.E. Asia and the part that the Movement is playing in the fields of social and economic development of the countries concerned. What is even greater is that this Seminar could result in stirring up interest of Asian youth organisations to take an active and valuable part in the orderly and sound development of the Co-operative Movement.

In view of the importance of a sound and healthy Co-operative Movement to the well-being of a country, it would be desirable that the interest of the youths should be so guided as to enable them to participate actively in the Movement. In order to create an interest in the Co-operative Movement amongst our youths, perhaps it may be necessary to introduce thrift and store co-operatives in our schools, colleges and in other higher educational institutions. In the educational institutions of certain countries, Co-operation is a subject taught from secondary to university level. Perhaps we in Malaysia could also consider following suit. In this way, it is intended to bring home amongst our youths the value and importance of the Co-operative Movement for the economic and social advancement of the people.

The participation of youths in the Co-operative Movement is essential, for from amongst them will emerge the future leaders and guardians of the Movement. Youth organisations, in collaboration with Co-operative Movement, should promote co-operative education amongst their members so that they will provide some assistance to co-operators, especially those in the rural areas, so that they could run their societies more efficiently. This will help to solve, to some extent, the problem of lack of trained personnel to manage co-operative societies efficiently - a fact which is so evident in most Asian countries. Youth organisations should, I think, get their members interested in the development of Co-operation for yet another important reason. The Co-operative Movement these days provides excellent opportunities for employment. In Malaysia, for example, it is estimated that the Movement spends \$2 million annually by way of salaries, allowances and other benefits for their employees. Employment opportunities keep improving with the expansion of the Movement. I am sure, the position will be many times better in certain Asian countries where the Movement is more advanced.

(more)

In order to attract youths and to sustain their interest in the Co-operative Movement, it may be necessary to create a Youth Section in the Movement, as is being done in certain Western countries. This youth section can then help to promote youth participation in a realistic manner.

Youth organisations, being democratic institutions and interested largely in social welfare activities and in the general advancement of its members, can help in the development of the Co-operative Movement. It may, therefore, be desirable for us to consider the setting up of an apex body at national level consisting of representatives of the Youth Organisations and the Co-operative Movement to formulate plans and policies for the gainful participation of youth in the Co-operative Movement.

In our way of life we prize most the right of personal decision. Not only is this an inalienable right of free men but this has proved to be the greatest strength of a free society. That is, free men, freely and fully committed to their personal responsibilities, surpass the achievements of those whose obedience must be commanded. But to be able to sustain this way of life our youth must be given the right to make decisions for themselves. This requires training and I believe that the Co-operative Movement can be a good training ground towards the achievement of this aim.

I note that the programme for the Seminar is a comprehensive one and I also note that the participants and the lecturers are persons of high standing in their particular field of activity. I have, therefore, no doubt that this Seminar will yield fruitful results.

Being co-operators and members of Youth Movement, I am sure, you would very much like to pay visits to some co-operative societies and youth organisations. I understand that such visits are being arranged. This will no doubt give you an opportunity to meet and exchange ideas with the officials of these institutions.

Though the business of the Seminar will take much of your time, I do hope that you will take full advantage of whatever leisure that may be available to you to see and enjoy the many and varied attractions that Kuala Lumpur has to offer to visitors. You will find that the people of this country by nature are very friendly, hospitable and co-operative. You will also be interested and fascinated to observe how different races, with varied culture and belief, live and work and co-operate with one another in peace and harmony. I sincerely wish that your stay here will be a pleasant, memorable and profitable one.

I now have great pleasure in declaring this Seminar open.

KUALA LUMPUR,

11hb Januari, 1964. (di-keluarkan pada pukul 2.30 petang)

Speech by Mr. Joseph Siow Loong Hin Vice-President
of the World Assembly of Youth, at the opening of
the WAY Seminar on "Youth and Co-operatives" at the
Co-operative College, Petaling Jaya, on
Saturday, 11th Jan. 1964, at 2.30 p.m.

Our world moves forward at a bewildering pace - nuclear tests, launching of sputniks and Telstars, sending man to the moon, automation and electronics are on the way to changing the pattern of our daily lives. In every field of endeavour in fact science and technology are bringing transformation with which even the most alert and intelligent can hardly keep pace.

What are we seeking? What are we after? What are our objectives? Broadly speaking we are seeking to raise the standard of living, increasing production, reorganising our agrarian economy so that we can yield better results for the people indulging in it. We are after having higher forms of social organisation which helps in realising the social objectives that we all have in view.

In short we are after a better life.

The word "Co-operative" in the context of the present day development no longer means an institution. It has gone much beyond that. It means a way of living. It is a way of life distinct by itself - higher form of social organisation in a democratic set up where the needs of the body as well as of the mind and soul could be achieved through a dynamic process of self help and mutual help.

Co-operation is only a means and not an end by itself. It is by keeping this end in view that youth can serve the Cooperative movement best.

It is a truism that any progressive idea, any movement, inspired by nobility of purpose demanding chivalry, sacrifice, sufferings and such other virtues naturally catches the imagination of youth. It is for this that youth shed their blood for their country and for noble causes.

So the question is - is the Cooperative movement capable of inspiring youth? The answer is yes, if they realise its significance, understand its importance, in the service of the poorer millions.

Why is so much stress made on cooperatives and cooperative endeavour? Because a well developed and progressive cooperative movement can hold in check state autocracy by leaving an area where individual initiative, enterprise and freedom, can find ample scope for free play and development in cooperative effort for economic well being untrammelled by a too obtrusive state.

For democracy to be complete it must provide opportunities for a widest possible free discussion as a prelude to decisions and formulations of policies by the people, and facilities for maximum satisfaction to all and the exercise of power by all people.

Development of agriculture based on the utilisation of manpower resources and organisation on cooperative lines holds the key to rapid economic progress. This will bring about not only increase in agricultural production and higher standards of productivity but also an occupational structure which is diversified and offers growing opportunities to the rural population, and especially to the weaker sections of the village community. Agriculture and Industry are both closely linked parts of the same process of development. Industry undoubtedly has a leading role but its benefits will be greater in the measure in which they spread evenly among the different sections of the population and to different areas. In the development of the industrial structure we must look specially to the public sector to remove some of the basic deficiencies in the economic structure, and at the same time to help in preventing concentration of economic power and the growth of monopoly. The share of the public sector will increase steadily and its role will become

more strategic in the future. Along with this public sector the importance of a cooperative sector with the widest possible diffusion of opportunities for small and medium sized enterprise and the encouragement of new entrants in all branches of industry must be laid.

To envisage a social order based on justice, social and economic equality, the ownership and control of the material resources of the community must be so distributed as best to subserve the common good and care must be taken to ensure that the operation of the economic system does not result in the concentration of wealth and of production to the common detriment.

No student, no youth can escape or afford to ignore this, as no education will be complete without some practical knowledge of these developments.

Youth must guard against the propaganda that the cooperation principle is inconsistent with democracy. Those who try to link up cooperation with the negation of democracy do **not** perhaps know that the democratic spirit is the fundamental basis on which alone cooperatives can rest.

The W.A.Y. believe that one of the tasks of youth movement is to study their own problems and to prepare their members to take up and share their responsibilities in life. This idea is reflected in the theme chosen for this seminar. Some among you will recall at our various Council meetings, since 1954 in Singapore, WAY's concern with the problems influencing rural youth. The social, cultural, economic and political problems related to agriculture and rural life such as the reform of agrarian conditions, the cooperative use of land and equipment, the problems related to community development and to industrialization of rural areas, the problems of rural exodus, food, education, and training of rural youth are considered as being of the highest importance and the solutions to these problems are essential in the development of rural areas and it strengthen the need for cooperation towards better living.

The WAY is conscious of the fact that the cooperative way of life open a way to the realisation of our social ideas. Because we realise we are not mere individuals, but, besides social beings, members of different kinds of social bodies and that this fact of social partnership creates demands which shall be responded to for the sake of our happiness and well being; and because we are aware that the maintenance of our cultural values depends upon our social solidarity.

A world organisation like WAY has to take into account the different requirements in the different areas in formulating our programmes. The WAY tries to keep pace with the requirements of the region by regionalising its programmes and try to formulate such programmes for regional action. Because economic, social and political conditions are not the same everywhere the degree of emphasis place on different programmes and different requirements vary from region to region. The number of youth activities organised on the international level as well regional level, and the number of international organisations involved especially in the rural and young workers field has increased rapidly over the years. The material resources of each organisation do not permit them to cover the broad field to the fullest extent. Coordination of effort is an essential step towards strengthening the position of these organisations.

Over the years the main emphasis of WAY's work have been on the problems of rural youth and the problems of young workers. These are the two primary fields of interest to us. Considering that the community at large are divided into rural and urban areas, we must if we want to serve the masses of youth in these communities devote special attention to working youth and rural youth.

We have two special Committees which devote themselves continuously to the special problems of these two major sectors.

The WAY is a unique experiment in international cooperation. It is an experiment on diversity; diversity of tendencies; of ideas; of philosophies; of interests; and of programmes among youth organisations. Its structure provides a common forum where youth organisations can pool their experiences, educate each other and break down barriers that divide them. It help youth to solve their problems and mould and reflect their aspirations. The extensive variety of representation on the WAY give WAY the necessary breadth and depth which enables it to speak as the representative organisation of young people in all parts of the world as its name implies.

The WAY represents National Youth Councils of 56 countries. It co-ordinates the work of these National Committees in which are grouped all the main voluntary, democratic, national youth organisations that exists in the country.

The WAY is distinct from other international youth organisations in that WAY is not an organisation associated with any one idea or of one sectional or partisan interests.

WAY does not seek to serve any specific ideology or of any one political, denominational, geographical or cultural group, but yet deals with what is of common concern to all these sectors so that youth will be able to look at the totality of their interest and their aspirations and their responsibilities to the world youth community as a whole. This then is the distinction between the WAY and other international organisations. WAY is not a single tendency organisation. The WAY is dedicated not only to the propagation but also to the application of the principles upon which the UN Charter and the Universal Declaration of Human Rights have been based. WAY recognises the Universal Declaration of Human Rights as the basis of its action and of its service. For we believe that if nations that profess faith in democracy and human rights, in the ideals of justice and freedom, for the total suppression of exploitation of man by man, of inequality, of ignorance, of oppression, of colonialism and of tyranny, there must be a universal determination to fight for the universal application of the rights of man. We have stipulated in our Charter that no National Committee can be affiliated to the WAY if it is not committed to fight for the universal application of the rights of man. We have stipulated in our Charter that no National Committee can be affiliated to the WAY if it is not committed to fight for the unrestricted application of the Declaration of Human Rights and campaign for freedom of association, freedom of expression and all other freedoms mentioned in it. We realise that a committee of this kind can come into being in any country and seek affiliation with WAY only if the right of youth to organise themselves freely and voluntarily is recognised and honoured in practice. The WAY have received the magnificent support of governmental organisations such as ILO, FAO, UNESCO, Economic and Social Council of UN, UNICEF, WHO, the Council of Europe, and through them WAY has the opportunity to put forward youth's opinions on various social, cultural, and economic questions and to represent young people in the committees and conferences of these bodies. In addition to these WAY have had excellent collaboration with international organisations like ICFTU, COSEC, IUSY, MIJARC, JOC, Boys Scouts, Girls Scouts and numerous other organisations.

The synchronisation of our efforts and achievements with international organisations and working in conjunction with them is a positive and effective approach in bringing about understanding, harmony and amity among young people all over the world. We have now the opportunity and the pleasure to cooperate with the ICA in organising this seminar which we are sure will help the young in Asia to think deeply and evolve positive and concrete measures for fostering a congenial climate for youth to participate fully in the organisation of cooperative endeavours in the various spheres of economic activity.

International organisations and governments as well as voluntary bodies are encouraging and promoting cooperative development as the quickest and most effective means of meeting the urgent needs of backward populations.

We are living in one of the most exciting periods of cooperative history.

We should spend more time in studying the deeper consideration of methods by which the latest techniques of production and distribution can further promote cooperative development throughout the world. The young cooperator needs moral, financial as well as trading support. But more than all they feel the need to associate on a basis of equality with cooperators everywhere. To welcome them into the international cooperative family, to share with them as their strength grows, both the advantages and burdens of international cooperation is to recognize that Cooperation have now come of age as a world movement.

WY have not doubt that the participation of youth in the cooperative movement will produce lasting results. The future lies in cooperation.

International Cooperative Alliance
6 Canning Road
New Delhi.1.

World Assembly of Youth
66 Rue Saint Bernard
Brussels.6

REGIONAL SEMINAR ON YOUTH AND COOPERATION
Kuala Lumpur

Day Programme for Saturday, the
11th January 1964

- | | |
|-------------------------|--|
| 10.00 a.m. - 11.00 a.m. | Reception and Registration of Delegates
Please collect your papers from Mr. Ganes
in the room at the end of second wing of
the College Buildings. |
| 11.00 a.m. - 12.30 p.m. | Please assemble in the Reading Room
just behind the reception room -
second wing.

Introductions :

Introduction to ICA & WAY Activities
Introduction to working methods of the
Seminar. |
| 12.30 p.m. - 2.30 p.m. | Lunch |
| 2.30 p.m. | Inauguration of the Seminar |
| 4.00 p.m. - 5.00 p.m. | Presentation of Background Papers by
delegates. |
| 7.30 p.m. | Dinner by the Hon'ble Minister for
Agriculture and Cooperatives, Enche
Mohamed Khir Johari. |

....

International Cooperative Alliance
Regional Office & Education Centre
6 Canning Road
New Delhi.1. India.

REGIONAL SEMINAR ON YOUTH AND COOPERATION
Kuala Lumpur. 11th - 22nd Jan. 1964

List of Background Papers

- YCS 1 Report of the Seminar on Cooperative Leadership in South East Asia organised by the ICA, at New Delhi from 14th to 27th November 1960.
- YCS 2 Consumers' Cooperation - A World Movement
- YCS 3 Consumers' Together - by Bertil Mathsson, KF, Stockholm.
- YCS 4 Cooperative Book Publishing and Other Literature - by Prof. M.R.Palande Maharashtra State Cooperative Union, Bombay.
- YCS 5 Cooperative Education for Various Audiences - by M.V.Madane Deputy Director, ICA Education Centre, New Delhi
- YCS 6 Students' Cooperatives in India and Abroad
- YCS 7 Cooperation and Youth -- by Nils Thedin, KF, Stockholm.
- YCS 8 Preparation and Publication of Study Material - by M.V.Madane
- YCS 9 Cooperation and Youth in the British Movement - by Mrs.Roma Mongradian
- YCS 10 Cooperation in Sweden
- YCS 11 Youth and Cooperation in India (A Study) by Styrbjörn Alström
- YCS 12 How Schools are Teaching About Cooperatives
- YCS 13 Youth Work Within the Cooperative Movement - M.V.Madane

- BOUGH, E.M.: Cooperative Movement in India; Oxford University Press
- HOYNDEN, Yoshio; Cooperative Movement in Japan, Vol I & II (with the title of Agricultural and Fishery Cooperation in Japan), Tokyo, Maruzen & Company
- ICA; Cooperative Education - An Approach; New Delhi, ICA Regional Office & Education Centre
- ICA; Cooperative Leadership in South-East Asia; New Delhi, ICA RO & EC Also at the Asia Publishing House Private Limited, Bombay
- ILO: Cooperation - A Workers Manual. Geneva, ILO
- ILO: Cooperative Management and Administration; Geneva, ILO
- ILO: Development of the Cooperative Movement in Asia; Rome, ILO
- JACQUES & DAVIES: Cooperative Book Keeping (I, II & III) Manchester Cooperative Union
- JENKINS: Law of Cooperation; Oxford Blackwell
- JF; Consumers Cooperation in Sweden: Stockholm, KF
- JF; In Our Own Hands. Stockholm, Kooperativa förbundet
- JADLAW, A.F.: Extension Work in Cooperative Movement, Bombay, Reserve Bank of India
- JAUD, G.M.: Cooperative Banking in India, Bombay, Cooperators Book Depot
- JLAUGHBOROUGH (Education Department): Cooperative Education
- JMANCHESTER (Cooperative Union): Youth Club Leaders' Hand Book
- JMANCHESTER (Cooperative Union): Discussion Method
- JCOLONY (Chairman) Report on Consumers Protection: London, HM Stationery Office
- JATIONAL, Cooperative Raad: Cooperation in Netherland. The Hauge, National Coop Raad
- JNEW York (United Housing Federation): Cooperative Housing
- JDHE, Thorsten: Island - The Cooperative Island: Chicago, Coop League of the USA
- JAVHOLT: The Danish Cooperative Movement; Copenhagen Schuman
- JCHILLER, Otto: Individual Farming on Cooperative Lines, Lahore, West Pakistan Cooperative Union Limited
- JSHAH, M.H.: Development Through Cooperatives: Lahore, West Pakistan Cooperative Union
- JSMITH, L.P.F.: Evolution of Agricultural Cooperation; Oxford Blackwell.
- JSTEPHENSON, Heineman: Management in Cooperative Society
- JSWAY, E.K.: Theory and Practice of Cooperation; Madras Central Book Depot
- JETLOW: Cooperative Auditing; Manchester Cooperative Union
- JVOORHIS, Jerry: American Cooperatives; New York, Harper
- JWATKINS, W.P.: Cooperative Store Keeping; Manchester Cooperative Union

List prepared by the ICA RO & EC Library for the
Regional Seminar on Youth & Cooperation, Kuala Lumpur
(January 11-22, 1964)

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
6 Canning Road
New Delhi.1 (India)

Regional Seminar on Youth
& Cooperation. ICA/WAY
Kuala Lumpur (Malaysia)
January 11-22, 1964

Suggested Readings in Cooperation

- ALANNE, V.S.: Fundamentals of Consumer Cooperation. 9th edition, Cooperative Publishing Association, Superior
- AICU: Seminar on Cooperative Marketing (I & II), New Delhi, All India Cooperative Union.
- AMES, J.W.: Cooperation in Sweden Today, Manchester Cooperative Union
- BAILEY, Jack: The British Cooperative Movement, London, Hutchinson
- BANERJEE, J: Cooperative Movement in India, Calcutta Navana, Ganesh Chandra Avenue
- BOGARDUS, E.S.: History of Cooperation; Chicago, Cooperative League of USA
- BOGARDUS, E.S.: Problem of Cooperation; Chicago, Cooperative League of USA
- BONNER, Arnold: British Cooperation; Manchester Cooperative Union
- BONOW, Dr Mauritz: Cooperation in Changing World; London, ICA
- BOWEN, W.R.: Cooperative Organization of Consumers; Chicago, Coop League of USA
- BROWN, W.H.: Rochdale Pioneers; Manchester Cooperative Union
- CAMBELL; Introduction to Cooperative, Geneva, International Labour Office
- CAMPBELL, W.K.H.; Practical Cooperation in Asia and Africa; Cambridge, Heffer
- CARR-SAVNDERS, A.M., and Others; Consumers Cooperation in Great Britain; London All and Unwin
- CASSELMAN, P.H.: The Cooperative Movement -- Some of Its Problems; New York, Philosophical Library
- CHAKARAVARTI, S.K.: Audio Visual Education in India; Calcutta, Oxford Books and Stationery Company.
- COLE & DIAMOND: The Consumers & Law; Leicesteshire Cooperative Union
- COLE, G.H.H.: A Century of Cooperation; London, Allen & Unwin
- DIGBY, Margaret: Agricultural Cooperation in Commonwealth; Oxford Blackwell
- DIGBY Margaret: Cooperative and Land Use; Rome, FAO
- DIGBY, Margaret: The World Cooperative Movement, Hutchinson
- EASON, W.: Cooperative Grocery Branch Organisation; Manchester Cooperative Union
- FAO; Fishermen's Organisations and Regulations, Rome, FAO
- FAO; Cooperative Thrift, Credit & Marketing in Underdeveloped Countries; Rome ILO
- FOWLER, B.B.: Cooperative Challenge; Boston Little Brown
- GORST, Sheila; Cooperative Organisation in Tropical Countries, Oxford Blackwell
- GREER, P.: Cooperatives - The British Achievements; Manchester Cooperative Union
- GRIMLAY; Cooperatives in Norway; Oslo, Norwegian Cooperative Union
- HANDSCHIN, Hans: The Swiss Consumers Cooperative Movement; London Cooperative Union
- HASSELMAN; Consumers Cooperation in Germany; Hamburg, Cooperative Union

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
6 Canning Road, New Delhi.1
India

World Assembly of Youth - WAY
66 Rue Saint-Bernard
Brussels 6
Belgium

Regional Seminar on Cooperation & Youth ✓
Cooperative College of Malaya
Kuala Lumpur

January 11-22, 1964

"HOW SCHOOLS ARE TEACHING ABOUT COOPERATIVES"

in collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur Malaysia

The Malayan Youth Council
Kuala Lumpur
Malaysia

International Cooperative Alliance
6 Canning Road
New Delhi.1 (India)

HOW SCHOOLS ARE TEACHING ABOUT COOPERATIVES §

A survey reveals strong agreement that the Subject should be included in the Curriculum

What schools in general are teaching about cooperatives and how some schools have developed interesting and effective programmes is described in this section. The fact is that cooperatives have been organised in these schools as part of the school programme to perform needed services for children.

The extent of teaching about cooperation has been revealed by a recently published survey which asked administrators and teachers their opinion on teaching about cooperatives. §§ The completed survey, covering 133 schools in thirty-seven states, reveals that three out of four of the public schools located in towns and villages which are the community centres for the surrounding agricultural areas are teaching something about cooperatives in their classes. In these schools, six out of ten of the teachers of such subjects as the social studies, vocational agriculture, home economics, American problems, history, sociology, economics, science, and mathematics are informing their classes to some extent about cooperatives.

Schools generally should include in their curriculum some teaching about cooperatives, say 97 per cent of the teachers who replied. This is also the opinion of 98½ per cent of the administrators in schools that are now teaching about cooperatives. Incidentally, two out of three of the administrators in schools that are not now teaching about cooperatives say that their own schools should begin to do so, and 85 per cent of the administrators in this group say that individual teachers on their staffs are free to introduce the subject to their classes on their own initiative if they wish to do so.

The majority of schools now teaching about cooperatives have introduced the subject during the last ten years, although a comparatively few have been teaching about cooperatives for 15 to 20 years. Classes in which teaching about cooperatives is now most often carried on to any extent are: first, social studies; second, vocational agriculture; third, home economics; and fourth, economics. Classes in which cooperatives are most often taught intensively are: first, vocational agriculture; second, social studies; third, home economics; and fourth, economics.

The following individual comments illustrate further the attitudes of those surveyed. One administrator reports that teaching about cooperatives helps the students to determine their careers and helps the public to become better acquainted with the school. Another says it tends to encourage greater civic interest among pupils. One teacher reports that pupils and parents highly approve a study of cooperatives, while another reports that there is a difference of opinion among students as to the value of cooperatives to the country.

§ Reproduced from the publication entitled "Cooperatives in School and Community" made available by the Representative in India of the Cooperative League of the USA, Dr Allie C. Felder.

§§ Frank W. Cyr and James H. Tipton, A Survey of What High Schools are Teaching About Cooperatives, New York: Bureau of Publications, Teachers College, Columbia University, 1945.

Cooperation is taught in many schools, as this survey shows, but Wisconsin is the only state that requires such instruction. In Minnesota the legislature in 1937 appropriated \$5,000 to provide "training and instruction in consumers' cooperation and cooperative marketing", and a course of study was prepared in 1938 on consumer cooperation. North Dakota passed a law in 1937 requiring any secondary school to teach about cooperation if as many as twelve junior and senior students petitioned for it. Other states have included units on cooperative in state courses of study in various subjects. Oregon included such a unit in a socio-economic problems course in 1938. Scattered schools in all parts of the country have, from time to time, prepared units on cooperatives and taught them in various classes on many grade levels.

Descriptions of projects in some schools which have taught about cooperative and carried on cooperative activities in the school and community follow. While it is recognised that many teachers will not be able to, nor will wish to set up programmes of exactly this type, it is hoped that the suggestions in these descriptions will be stimulating to both teachers and pupils. They give concrete examples of good teaching that should be helpful to schools that give a thorough study of cooperatives and to schools that treat the subject only briefly.

Cooperative Enterprises Successful in Winnetka, Illinois, Schools

An unusual experiment in functional economic education is being carried out in the Winnetka public schools. S.R. Logan, former Superintendent and at one time principal of Skokie Junior High School of Winnetka, sponsored groups within that schools which carry on business as cooperatives, government utilities and private profit enterprises.

The schedule of each teacher-sponsor in Skokie Junior High School, where there are several student cooperatives, includes definite provision for such work. It is easy to secure these teachers since about half of the teachers in this school are active members of neighbourhood cooperatives.

Mr Logan believes that certain types of pupil cooperatives, which have been in operation for almost 10 years in Winnetka Schools, would with some modifications be found suitable to other schools, both urban and rural, on either the junior or the senior high school level. Particularly suitable would be the mutual insurance company, the credit union, and the cooperative store. The Skokie Livestock Company, which is organised as a corporation for profit, could be at least equally valuable in a non-profit cooperative form and would be practical in a rural school where it could work with Future Farmers of America and 4-H Clubs.

The public-owned apiary, which would have value on either the elementary or secondary level, could probably function just as well as a cooperative. A conservation and improvement project, which was organised by the school somewhat on the pattern of TVA and which engaged primarily in the operation of a small tree nursery, could operate cooperatively if that were desired.

It has been the aim in the Winnetka schools to introduce into the school curriculum as many types of business procedure as possible, thus giving pupils valuable experience in the methods of private profit business, cooperatives, and government operation.

Consideration of the cooperative movement results from the connection between social studies classes and the institutions of Skokie's self-government. The all-school governing Council consists of representatives elected in social studies classes, the heads of the cooperatives, profit corporations, public ownership corporations, welfare corporations (such as the Junior Red Cross), and labour unions (for example Dishwashers' Union); the heads of standing committees of the council; and the school principal. The council meets weekly and hears reports from all of these groups.

One of the needs in the Skokie School in past years was for school supplies. As a result, a group of children obtained a charter from the school council, collected share capital, and then purchased a small supply of pencils, pens, paper, and notebooks. Profits went to the private owners. Later, the store was operated under public ownership, and the profits were used for purchasing school equipment.

Out of discussions in eighth grade arithmetic and social studies classes, in which different forms of ownership were considered, there arose the desire to set up a cooperative. A trip was made to a nearby cooperative and laws were drawn up in conformity with the Rochdale principles. Shares were sold for 25 cents each, a manager was elected for one semester, and six clerks were named for six weeks each. The store is open fifteen minutes before school, and the same length of time during both noon lunch periods. Meetings of the staff are held twice a month, alternating with those of the board of directors. Meetings of the whole membership are held from time to time. School supplies amounting to \$600 to \$700 are sold each year. Careful records are kept, with the mathematics teachers acting as sponsors. Interest of 4 per cent is paid on share capital and rebates on purchases amount to about 10 per cent annually to members. Non-members receive credit on shares but are not paid dividends in cash. When the children leave the school, they receive their share capital in cash.

School authorities in Winnetka are of the opinion that their students have learned a great deal through these economic activities. They believe that education is successful in the degree that it mirrors real life situations. Teachers' units on cooperatives are being prepared for use in different classes in the school. They deal with such issues as the significance of the cooperative movement in relation to monopoly, cartels, democracy, abundance, domestic tranquillity, and international peace. The chairman of the social studies department of Skokie and several other teachers are considering the preparation of materials in an effort to make the children's introduction to economic organisation and cooperation more systematic. It is the belief of Mr Logan that this can "be carried much further in senior high school and college, when children have acquired a more adequate background for evaluation of social objectives and methods."

Pine Mountain School Cooperative

Pine Mountain Settlement School is a private boarding school located in the mountains of eastern Kentucky. Cash income of families living in this area is from forty dollars to several hundred dollars a year. Elementary schools furnish children with only ninety-five days of schools a year. To meet the needs of children in this area the Pine Mountain Settlement school was founded to provide vocational training for children of high school age.

Room and board are given in exchange for labour and all work is handled educationally, with emphasis upon practical training. The school does not give grades or credit. One of its features is a Community Group which cooperates with the people in the surrounding neighbourhood, helping them to solve their problems.

Students of the Pine Mountain Settlement School own and operate their own cooperative store, which sells food, school supplies, and other items needed by the boys and girls. The store is run in conjunction with the cooperative class, which is attended by all sophomores in the school. Shares are sold for 25 cents each. Supplies are purchased by students, who accompany the school buyer to the nearest market in Harlan. Accurate records are kept of all business transactions and rebates are paid to members at the end of the school term. The study of consumer cooperation is an integral part of the school curriculum. The class meets four hours a week in two sections. The focal point of the instruction given is the local store; all students have a part in its operation. Adult cooperative undertakings are also studied, with special emphasis on their progress in the United States.

Other classes in the school also teach about cooperation. For example, the English class teaches the pupils how to write letters asking for information. A one-act play has been written and produced by the same class. Graphs, maps, posters, and scenery for the play have been made by the art class. The home economics department assists in the study of foods and clothing. Printing the annual report of the cooperative is part of the regular print shop work. Monthly assembly programmes before the entire school are devoted to cooperation.

Miss Gladys Hill, the teacher at the Pine Mountain Settlement School who has worked with the cooperative store for many years, prepared a "Brief History of the Cooperative Study Group of the Pine Mountain Settlement School," which she presented in a teachers' meeting. She reported that the coop store had been operating for seven and a half years at that time and that over 200 boys and girls had taken courses in consumer cooperation. All of these pupils have had the experience of working in a coop store, while both faculty and students have been members.

While Miss Hill feels that there is no adequate way of measuring what children learn from working with cooperatives, she reports that they have great interest in the activities involved in such a programme. "I believe that in terms of preparation for intelligent citizenship this course offers many possibilities for training," she says. "Based on study, discussion, and cooperation, it exposes students over and over again to a point of view that the world needs desperately today."

During the summer of 1937 two school faculty members traveled 3800 miles visiting 20 cooperative wholesale units, retail units, credit unions, farmer marketing coops, cafeterias, and housing units. Two years later, in June 1939, the faculty members attended a short course on cooperatives in Brasstown, North Carolina. There they saw farmer marketing and purchasing cooperatives in action and attended lectures given by leading Southern cooperators. In 1941 the Harmon Foundation came to Pine Mountain and made a two-reel motion picture, "Let's Cooperate," depicting activities at the school.

Though the Pine Mountain School cooperative has not been able to include adults in its membership, the Cumberland Valley Rural Electrification Administration grew out of a joint community-school interest and need. It is Miss Hill's firm belief that the school "could render an invaluable service to the community by studying coops and agricultural problems with adult study groups."

Badger Coops' Services

If you walked down the long hall of the one story Badger Community School, Badger, Wisconsin, you would see on the walls posters that urge pupils of all grades to visit an exhibit at the Badger Coops and that remind them to buy their pencils and erasers from the pupils' own cooperative store. The Coop it seems, meets insurance needs, too - that is, snowball insurance.

Badger village is at a former war plant about 35 miles north of Madison on US Highway 12 and just south of the Baraboo Range. Acres of one-storey frame structures strung in rows are workers' homes. Enrolled in the village school have been pupils from 39 states and Canada. Some have returned to their home towns when cutbacks decreased jobs. 31 pupils reported to the eighth grade classroom of Miss Lenore Calahan when school began in October.

The main problem them, according to Miss Calahan's pupils, was this: How can we buy the required school pencils and notebooks without going eight miles to Portage or to a store that "charges too much" for stationery - and usually has too little and too late when it comes to rulers and red pencils?

Then some of the pupils read "Neighbours Build America" written by Don L. Beran. They got an idea. "Why not form our own school supplies coop?" someone asked. That's the reason for the sign "Badger Coops", outside the eighth grade room. The name was the pupils' idea, and it has replaced "Seabees", former name of the room.

Nearly half the class took out 25 cents shares to start the coop and rushed a purchasing committee down to the office of Principal C.J. Krumm to get catalogs and send out an order for pencils and paper. Although the cooperative officers lamented that a shortage on operating capital at first prevented their ordering more than small shipments, savings made on cooperative operations soon helped. They took advantage of every prompt payment discount offered by their suppliers.

The store's three directors clerk when the Coop is open before and after school. From the store's two counters in the front of the room can be selected pencils, crayons, and writing pads - even candy, on some days. All purchases are for cash and the money is padlocked in a rough wooden box which is chained to the counter.

A patrons' roll on the wall lists sixty-three pupils - more than half of them from rooms other than eighth grade. Although only half of the pupils in the Badger Coops room are coop stockholders, all of them are patrons. Meetings, held at two week intervals, include all patrons - not just members. At a March meeting the group studied its first financial report.

With 31 shares outstanding, Badger Coops claims \$9 on hand in share capital. A member can buy no more than four shares. Assets totaled \$13.63 on March 1, with liabilities listed at \$1, members' equities of \$9.00 and "our investment" of \$3.63 chalked up by Miss Calahan. Inventory totaled \$2.95, with "receivables" of 52 cents compared with cash on hand of \$10.19. School supplies sales totaled \$21.65 for the period.

Looking through school windows at pupils snowballing each other on the playground last winter gave the young cooperators the idea of protecting themselves through cooperative insurance - snowball insurance. As one pupil wrote: "The

Badger Coops recently started an insurance company for breaking windows."

Spring finally came, with neither the pupils nor the insurance company having tossed any snowballs through windows - although the Badger Coops stood ready to pay 80 per cent of the cost of replacing any school windows broken on school days by youthful policyholders. The coop printed 100 policy blanks, sold \$1.62 in insurance, and later worried because they had no damage claims to pay.

Social living becomes real to the youthful cooperators as they follow the one-member, one-vote principle in running a business which is based on a spirit of cooperation. Figuring sales and percentages on loans, and setting up a cooperative operating statement giving pupils practice in mathematics. They study language by writing letters to business firms and telling fellow pupils about the Badger Coops.

Teaching Cooperative Attitudes and Techniques at West Georgia College

In 1940 the West Georgia College of Carrollton, Georgia, instituted a significant experiment in rural education. Emphasis was on training of rural teachers to help them to utilize the community to a greater extent in their school programme. The faculty and the administration met with the representatives of the student body and planned the major outlines of their work. Thus was established at the outset the basic importance of cooperative planning.

A broad point of view of the faculty and students guided the project. It was: "Education in a democracy should encourage the maximum growth of every individual which is consistent with the welfare of society. Traditionally, the school is the centre of learning. However, we are now aware that many things outside the school influence the growth of the child. He is influenced by the standard of living around him, the values held by the community, the opportunities for recreation, the health practices, the ambitions of the citizens, the presence or absence of cooperative effort. These factors also directly affect the moral and financial support of education. Therefore, if the school wishes to understand the total growth of a child, it must be concerned with all these things."

West Georgia College in 1940 had no established "laboratory school" in which to give student teachers their practice teaching. Instead, the faculty and students had to make their own arrangements with the trustees and parents of several public schools in their country. This in itself was a job in community relationships, and to accomplish it the school patrons had to be enlisted in the purpose and methods of a broader approach to teacher training.

The result was a schedule by which one third of the teacher-training class spent one term teaching in three or four country schools, and two terms enrolled in college courses on the campus. During their term of practice teaching, the students worked under the supervision of the principal, the country supervisor, and members of the college staff. Furthermore, they lived in the school community and were expected to take part in church and other community activities.

Having established these basic policies, the faculty and students were ready to begin putting them into practice. The activities in one school will suffice to show the type of work that was accomplished.

It was a three room country school of about 10 children scattered from grades one through seven. The building was rundown and unpainted. The school yard was badly eroded, and in the wood lot at the back was a tangled growth of underbrush. The children walked to school, taking their lunch in paper bags. A Halloween carnival and an occasional play brought the parents to school two or three times a year as spectators, seldom as participants.

The rooms were uninviting. There were no curtains, the desks were bolted down in rows, and the walls were unpainted and bare. Water was carried from a well in the yard. Desk tops were well initialed and carved, and papers were scattered about.

In the midst of these surroundings was a group of children which commanded immediate respect. In their faces, many of them pinched from lack of proper food, there was tremendous dormant power of enthusiasm needed to bring new life to a discouraged community - power which should have been released at every opportunity. Instead, it had been suppressed, and imagination which longed to invent and build had been gradually forced into a mold of repetition and imitation. Someone had to break that cast and release the strength which it restrained.

Soon after school opened a meeting of the trustees and parents was called. They came, bringing their children and filling the yard with old trucks and cars. Squeezed into too-small desks, they sat and waited to see what this new education was all about. Some thought that it was the end of "books", which meant the end of real education, and that children would spend their school days digging in gardens and doing carpentry jobs. "Well", they muttered, "there are enough of these jobs for children at home."

The meeting was opened with a prayer, the teachers were introduced by an embarrassed trustee, and a member of the college staff was asked to speak.

"Now we believe that a good teacher has to know her subject and be able to teach it to children," he stated. "She has to use books, and plenty of them, and pencils and paper and maps and all the other things you find in a classroom."

There were definite signs of relief.

"We think that she should get acquainted with the parents, too, because by knowing the whole family she should be able to understand the children better. Then there may be little ways she can help the family, such as filling out an application for gas or tires and maybe there will be ways the family can help her. In other words, we want our teachers to know what it feels like to be a neighbour. Many of them are not as fortunate as you; they have never lived in a community like this, but only in cities where people don't know one another. You can help us to give them this very necessary education. Will you do this?"

There were nods of approval. This talk they understood.

"And finally, we think that people are always happier when they cooperate with one another. A few people might become rich by pushing everyone around and just thinking of themselves, but even they are not always made happy by their success. You have seen in your own families that when everyone pulls together the load seems to be lighter. We want to teach these teachers to run a school the way you run your families, with enough discipline and planning so that they enjoy doing it."

This was the beginning, but other meetings followed. The attendance grew. Children began presenting exhibits of their work. They did the singing games they had learned. The parents began to ask questions, to take an interest in what was going on. They suggested that some things could be done to tidy up the grounds, mend the steps, and fix the well.

At one meeting it was revealed that the women had earned some money by selling food at the county fair. They thought they had enough to build a small clubhouse on the school property if the men did all the work. Would they do it? The men agreed.

When this first sign of community activity was reported to the student faculty seminar at the college, one of the teachers asked whether the college might help with a loan of materials and equipment for a kitchen to be built at the same time. "Then we could start giving the children a hot lunch every day."

The college found the money, the men agreed to do the extra building, and work began.

A plan had to be drawn and the amount of lumber, cement, and nail figured out. There was plenty of real arithmetic for the children in this assignment. Some of the men were part-time carpenters and could have done it alone. But what good would that have done the children? Instead, the planning was done in a classroom, with parents going in and out making suggestions, and older children applying their fractions and decimals to the realities of wood, sand, and cement. No one went to a book for the final answer to the many questions that were raised, but many books were used as reference before the job was completed. Attention was centered on the building itself, and from that concentration grew new confidence in the contributions of each person, young as well as old.

Complete with paint, chairs, dishes, and bustling kitchen, the Ladies' Club was something to be proud of. Only one thing was wrong: the unpainted school suddenly looked shabby by contrast. Then, when the school was being painted, the porch was found to be too rotten to be worth painting; so a new porch had to be built. And since a dreary interior does not belong to a painted exterior, the rooms had to be painted too, curtains had to be made, pictures put on the walls.

Many smaller projects were undertaken and carried out. Each improvement was the subject of much discussion at meetings of the Parents Council, which meant everybody, of all ages. And each meeting held the anticipation of something new accomplished. An attitude of cooperation was taking root in the community. When the president of the college told the community at a picnic that they were setting an example for the rural schools of America, they could not see why any group could fail to do as much as they had done. But they were glad to hear it just the same.

Among the many interests that were expressed, one was shared by all: the community needed a canning plant to can for home use. No individual would build it and there was no apparent source of money. What was to be done?

The principal spoke at the next meeting.

"We have accomplished a lot in the last ten months", he said. "Our school and Ladies' Club are things of which to be proud. The hard work you have put in is reflected in these fine grounds. And your children have learned some very practical

and necessary things by working with you, while at the same time they have not neglected the other subjects necessary for high school. We have enjoyed working together and playing together.

"Now we agree that we need a cannery here. It may cost a thousand dollars. No one person can afford to invest that much. This is a new problem, but there is a new way of solving it - the cooperative way. Some fishermen in Nova Scotia used it not long ago to solve the same kind of problem. I want to show you a film about these fishermen."

The discussion after the film indicated that there was not much difference between the methods used by Nova Scotia fishermen in building their cooperatives and those of the community in their school. But the operation of a cooperative - the record keeping, the distribution of earnings - these were new and interesting ideas. It was a way that people could go into business for themselves, and yet all together. Yes, that was certainly the way to get a cannery.

The story of the first cooperative in Toad Lane, England, was told, and at a later meeting another film was shown, showing the growth of farmer-owned cooperatives in other parts of the country. It was hard to believe, but there it was in pictures.

A start had to be made, so a few people said they would put five or ten dollars into a fund for the cannery. A committee was appointed to look for a building and equipment. A new organisation was formed - the Cooperative Association. The directors were authorised to see a lawyer about the procedures for incorporation. Another committee was appointed to go out and sell stock at \$2.50 a share. Certificates were run off on the mimeograph. A set of model by-laws was studied and, after some revision, adopted.

The building committee found its building, an old cafeteria, which could be cut in half and moved on a truck to the school grounds. They found second-hand equipment and bought it. Two men drove over back roads and tramped across plowed fields to sell certificates.

Meanwhile the women were visiting other canneries, making notes of their ideas for layouts. The county home demonstration agent took added interest in the community, and when the cannery was under way, she brought plans and pamphlets to the council meetings.

When the cannery was finished, with an energetic manager shoveling coal until black smoke welled from the stack and the safety valve was popping with bursts of steam, everybody was on hand with a basket of tomatoes or beans to be the first to can in the new plant. Any arguments were settled by the reasonable suggestion that the first day's canning should all go to the school lunchroom.

At the annual meeting of the Cooperative Association, the following January, the operating statement showed a net margin of 91 cents for the season's business, with all debts paid and a volume of 25,000 cans. The treasurer had handled several thousand dollars, the manager had been paid regularly, and there was plenty of canned food for winter. This new kind of business seemed to work.

Later on, they bought a tractor, which plow, harrow and binder. A hay baler was added, and a cutoff saw. The children followed these developments at meetings,

and knew as much as their parents about cooperative business. A cooperative store, which handled all their school supplies, and a bank were opened by the children. Books had to balance, discounts had to be figured, and all this was good arithmetic.

Trips were made to other communities which were also building cooperatives, to schools where interesting projects were under way. Parties became more frequent. People came from other states to be shown around. The student teachers who saw these changes taking place will continue to work for the total growth of the community wherever they go, because they know that communities can grow, and that schools can help them to do it.

FFA Stimulates Local Chapter Cooperative Programme

Thousands of high school boys are now members of cooperatives sponsored by local chapters of the Future Farmers of America. This group, popularly known as the FFA, is the national organization of 245,000 farm boys who are studying vocational agriculture in the public schools. It is sponsored by the Agricultural Education Service of the United States Office of Education, by state boards for vocational education, and by local schools. "Participation in cooperative effort" is one of FFA's aims and purposes.

Teachers of vocational agriculture often stimulate and assist FFA chapters to organize and operate a junior cooperative. In this way, the boys obtain first-hand experience in the organization and operation of a cooperative. In addition, they learn what principles of cooperation must be followed if the venture is to succeed. FFA encourages these chapter cooperatives as educational projects whereby members learn the principles of cooperation that will be so valuable to them as farmers. In fact, cooperative associations are an ideal method for school boys to work together in building up herds of purebred stock, insuring their livestock, selling produce, and purchasing needed grain and supplies for group projects.

Kentucky, as one of the leading states in the number of school cooperatives, the flourishing state-wide Kentucky Future Farmers Cooperative, Incorporated, which on May 1, 1946, had more than \$6000 of capital stock issued. Each local Kentucky FFA chapter owns one ten-dollar share of common, or voting stock, and additional shares of preferred stock according to its financial ability. Help in organization comes from the Louisville Bank for Cooperatives and from vocational agriculture teachers in the state. An advisory board of nine boys is elected, one from each of the district federations of Kentucky FFA chapters, to manage the affairs of the state-wide association. Legal control of the Kentucky Future Farmers Cooperative, Inc. rests in the hands of the vocational teachers. The volume of business done by the association in 1945 was large. The boys purchased 2,723 crossbred western yearling ewes for \$20,000 and 24 carloads of beef heifers and six carloads of steers for \$30,000. Money for these transactions was borrowed from the Louisville Bank for Cooperatives.

A member of the vocational staff in Kentucky recently stated that "if the field of cooperation is to be so much enlarged, we must have a great many people that are good in cooperation, not such a few leaders, but a lot of people who are fitted for cooperative effort both as members and as leaders. We are hoping that the Kentucky Future Farmers Cooperative can help these boys become better members and better leaders in adult cooperatives."

In Iowa the Scenic City Chapter of the FFA in Iowa City, with a membership of 56 boys, has sponsored two cooperative associations, the Crops and Soils Improvement Association and the Iowa Falls Duroc Breeders Association. Achievements of these two groups include:

1. Seed potatoes, 96,800 pounds, were purchased in North Dakota for 473 families, the equivalent of every farmer in two townships in addition to town victory garden growers.
2. Field tests were made of 59 commercial hybrids and the results were published for the farmers' information.
3. Nearly 4000 bushels of seed grain were cleaned of weeds and foreign matters by the use of the Clipper Fanning Mill owned by the cooperative association and made available for a small fee to members and neighbours.
4. Test plats, using Tama oats, were operated and it was discovered that the variety would yield as much as thirty bushels per acre more than some other varieties at Iowa Falls. Today, more than 90 per cent of the farmers are using Tama Oats first introduced by the Scenic City Chapter of FFA. Members and their fathers marketed cooperatively in 1945 a carload (2502 bushels) of Tama seed oats to a Minnesota cooperative.
5. Seven Duroc herd sires, valued at a total of \$3060 were purchased and used cooperatively. Members raised 192 litters of purebred Durocs and 1,276 pigs were weaned.
6. In five cooperative sales, 237 purebred Durocs were sold for a total of \$26,281, or an average of \$119.90 per head.
7. From a cooperative elevator were purchased and mixed cooperatively 41,500 pounds of feed materials, on which they received a patronage refund of \$138.

In Oregon the chapter located in the Ibany High School operated nine FFA cooperatives in 1944. In addition to providing training in the organisation and operation of farmer cooperatives, these Future Farmers saved \$643.07 on their various cooperative activities. This group of young farmers had their cooperatives organised under the general leadership of a manager, an assistant manager, and a secretary who in turn were responsible to the chapter Cooperative Committee.

In Florida, at Deland, the Future Farmers chapter developed a number of buying cooperatives for members. Seed, feed, fertilizer, and purebred sires were bought cooperatively and used to improve the quality of their crop and livestock projects. This group of young farmers also engaged in cooperative selling activities to market their products effectively. In addition they grew citrus fruit, vegetables, plants, and repaired farm machinery cooperatively in order to finance their extensive chapter activities. Loans totaling \$180 were made to members on a cooperative basis.

In Connecticut the Future Farmers chapter at Falls Village High School has had cooperative activities underway for a number of years. This group of young farmers and the local farmer cooperative work closely together. During 1944 this chapter cooperatively purchased baby chicks, seed potatoes, and seeds that were used by the individual members for their project programmes. The principles of cooperation were taught to these FFA boys in a practical learning-by-doing manner.

In Negro vocational agricultural schools the New Farmers of America carry on many cooperative activities. The same help is given to the New Farmers of America by the United States Office of Education as is given to the FFA.

Using the County Extension Service

County extension agents are located in some 3000 rural counties of the United States. The responsibility of the Extension Service is to provide educational materials and to carry on educational programmes with rural people. Most of the activities of the Extension Service Centre are at the county level, with relatively small state staffs working with the counties and, in turn, a small federal staff servicing the states.

As the Extension Service has grown, the number of county workers has expanded from one worker, who carried on activities with adult men, women and youths, to a varying number of county workers who work with special groups, such as 4-H clubs. There are opportunities in 4-H clubs for young people to carry on cooperative activities and these should be encouraged. A recent development is an expansion of the extension activities to work with youths above the 4-H club age level.

The Extension Service has a great interest in the cooperative movement and for many years has worked closely with local cooperative associations. One of the stated aims of the Extension Service is to "work with organised cooperatives in conducting meetings with members to emphasize member responsibilities to the association and determine how the association can render increased service to members."§

Because the Extension Service worker on the county level travels over the territory and knows cooperative leaders and organisations well, the teacher should make use of the knowledge this worker has. It might be possible for the worker to talk with a class in the school or take a group to visit a typical cooperative. His office is often one of the best sources of information on cooperatives since it is in the nearest county seat town and within reach of all the schools.

Local Cooperatives Offer Study Opportunities

There are in almost every community individuals and agencies having to do with agricultural cooperatives and consumer cooperatives. Generally, these include county agricultural agents, county home demonstration agents, farm security supervisors, soil conservations, and teachers of vocational agriculture and home economics. There may also be Production Credit Associations or National Farm Loan Associations. In many counties there will be found marketing, purchasing, and farm service cooperatives. These afford the best opportunity to learn firsthand about cooperation. In the larger towns and cities will be found many kinds of consumer cooperatives and credit unions.

What an Elementary School Did at Centerville, Minn.

Elementary schools can teach about cooperative associations, although on this level the teaching of "cooperation" among children is generally the more important activity, with little stress given to the study of business organisations.

§ A Review of Tomorrow's Educational Problems in Agricultural Economics and Rural Sociology, Extension Service, US Department of Agriculture, 1945.

Minnesota prepared "A Suggested Unit on Cooperation for Upper Grades" in 1939 that was and still is widely followed in many rural schools in that State.

One of the best examples of the teaching of cooperation in a rural school was reported in the April 1942 issue of Progressive Education. When the Centerville, Minnesota, school opened in the fall the children were chagrined to discover that their notebooks were of many different qualities, so they asked the teacher if it would not be possible for them to have a store of their own. The matter was discussed for a week. Someone then suggested that it might be feasible to have a cooperative modeled after the Rural Electric Cooperative, the Farmers' Cooperative Creamery, the Farmers' Telephone Company, and the Farmers' Oil Association - all of which were active in that community.

The children wrote to the state capital for information on the laws concerning cooperation. While they were waiting for these facts they made a study of cooperatives in Europe and in the United States. The local cooperatives were also investigated, though all the children were well acquainted with their operation.

In due time the school store was incorporated, shares were sold, and a constitution was accepted. One boy was selected to act as manager for a month at a salary of 5 cents a week; another pupil was clerk for 3 cents. Each month new officials were chosen by the children.

The stock of goods consisted of tables, pencils, erasers, crayons, note papers, notebooks, cough drops, pen points, paper towels, and soap. Shelves were built and decorated, a counter was erected, and the store was opened in mid-September, when each customer was presented with a zinnia.

The store was a success from the first. To the boys and girls it became a center around which their school work revolved. Every day it was necessary to use mathematics in keeping the books, or a discussion of the Pure Food and Drug Act raised some issue about cooperative quality. Letters were written to order new supplies and to secure information.

At the close of the school year the members of the cooperative met and decided to hold a clearance sale and disband the association. When all the stock had been sold, the sum of \$22 was on hand; four dollars of this was put aside for use in starting a store the next year, six dollars was spent for educational purposes - a trip to the capital, and twelve dollars was distributed in patronage refunds.

It was the conclusion of the teacher that her pupils had gained valuable knowledge in economics through the organization of the school cooperative. More than that, they had learned salesmanship, good taste, and the value of responsibility. Skill in democratic procedure was also a definite outcome of the cooperative store.

International Cooperative Alliance
Regional Office & Edn Centre
6 Canning Road, New Delhi.1
(India)

World Assembly of Youth ----- WAY
66 Rue Saint-Bernard
Brussels.6
(Belgium)

YCS 10

Regional Seminar on Youth & Cooperation
Cooperative College of Malaya
Kuala Lumpur

January 11-22, 1964

Background Paper

on

"COOPERATION IN SWEDEN"

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

International Cooperative Alliance
6 Canning Road
New Delhi.1 (India)

COOPERATION IN SWEDEN - BASED ON FACTS FROM 1960

In order to achieve recognition as legal entities cooperative societies in Sweden must be registered with the authorities, i.e. the County Council, while in the case of the dissolution of a registered society a report must also be made to the same authority.

In the introduction to this report a survey is given of the number of societies registered or dissolved during 1960 together with the total number of registered societies in existence on the 31st December of the same year. Thus during 1960 a total of 1,216 new societies applied and were granted registration while during the same period 235 societies were dissolved. It should be noted that not all the various types of economic societies are included in this report. The principal part of the report, Chapter I, deals with the activities of various types of consumers' societies, viz., general retail societies, milk retailing societies, productive societies, motor owners' purchasing societies, housing societies, electrical supply societies, and freezing plant societies. In Chapter II information is given concerning the central organisation of the consumers' movement, Kooperativa förbundet (KF), established in 1899. Chapter III contains surveys of the agricultural cooperative societies, the fishermen's cooperative societies and the building enterprises of the trade unions.

Below will be found a summary of the various sections of the report. In this connection statistical information is given in only a few cases as the reader, by following the list of words given, will to a large extent be able to make use of the figures set out in the tables.

CHAPTER I

I.A General Retail Societies

The term general retail societies should be understood as referring to those societies which are either engaged entirely in general retail distribution or which carry on such activity together with production and catering etc.

The majority of these societies (592) are affiliated to the central organisation KF. This report covers the 592 societies affiliated to KF plus an additional 142 societies not connected with this organisation. In the tables these societies come under the heading of "fristående" (unaffiliated) societies. In general the independent societies have a membership and turnover which is smaller than in the societies connected with KF. Often these independent societies have another character than those affiliated to KF. About 50 per cent., for example, are employee organisations, that is, they are societies the membership of which is drawn entirely from the same enterprise, profession, or branch of trade.

In 1960 these independent societies had a turnover of only 93.8 million kronor as against 3,365,7 million kronor for the societies affiliated to KF. The total membership of all the general retail societies at the end of 1960 was 1,231,475; of these 1,175,449 were members of societies affiliated to KF. The largest

society, the Stockholm and District Cooperative Society, had a membership of 197,986 and a turnover of 706,9 million kronor.

A number of the societies affiliated to KF are administered by a special society, Svenska Hushållsföreningen. The aim of this society is to administer, in collaboration with KF, societies which are economically weak until such time as they become sufficiently strong to take on the administration of their own affairs. This organisation also assists in the establishment of new societies. Because the economic position of the societies belonging to Svenska Hushållsföreningen is different from the rest of the societies, these are not included in sections (c) and (d) concerning statistics based on profit and loss accounts and balance sheets. On the other hand these societies are included in sections (a) and (b) of this chapter. In tables 1 and 2 figures relating to societies administered by SH will be found in line 26.

Varuhusföreningen Domus (the Cooperative Department Store Association) which was established in 1956 is a federal cooperative society members of which are the retail societies affiliated to KF. The society itself is also a member of KF. The task of this organisation is to administer and run its own departmental stores while its purpose is to reduce costs by means of coordinated buying and the rationalization of dry goods distribution as a whole.

I.B Milk Retail Societies

This section is devoted to consumers' retail societies which are mainly engaged in the distribution of dairy products. All societies mentioned in this section are independent of KF. The total turnover for these societies, which in 1960 were 5 in number, reached 5,1 million kronor.

I.C Retail Productive Societies

a. Bakery and meat processing societies: The members of retail productive societies affiliated to KF are general retail societies and their products are generally sold to these member retail societies. The major part of their production consists of bakery and meat-products. The total turnover of the 21 such societies reached 211,6 million kronor.

The societies not affiliated to KF were all bakery processing societies. In these societies, 11 in number, the members are private consumers. The total turnover reached 18,9 million kronor.

It should be borne in mind that the general retail societies are also engaged in production. The value of the production of these societies, however, is not included in the figures given in Chapter I.C.

b. Cooperative Restaurants and Cafe Societies: Of these societies, 50 in number, 47 have the character of staff restaurants. The total turnover reached 18,7 million kronor.

c. Other Consumers Productive Societies: In this section three mineral water factories, affiliated to KF, are included. The total turnover reached 7.5 million kronor.

I.D Motor Owners' Cooperative Purchasing Societies

Bilägarnas Inköpscentral (called IC), the Swedish Motor Owners' Cooperative Movement, was established in 1926. At the end of 1960, 171 local purchasing societies (IC societies) were affiliated to it.

The business, formerly run by IC, has since the 1st of January 1960 been leased to National Oil Consumers' Union (Sveriges Oljekonsumenters Riksförbund - OK). OK has ever since its start in 1946 handled the import and distribution of goods in IC sales. This latter organisation has in addition to IC, KF and certain of the agricultural and fishermen's cooperative organisations among its membership.

In section (b) the activities of the local societies affiliated to IC are dealt with. Only 151 of the 171 societies are accounted for in the report. In 1960 the 151 IC societies showed a total turnover of 269,8 million kronor. The total membership at the end of 1960 was 150.472. Table 11 shows a summary balance sheet for the 151 societies. The balance disposable shown at the end of the accounting year is divided in a way corresponding to that adopted by the societies affiliated to KF.

I.E Cooperative Housing

In 1923 the Tenants' Union in Stockholm decided to establish a new organisation called the Tenants' Savings and Building Society (Hyresgästernas Sparkasse - och Byggnadsförening i Stockholm). Similar societies were later formed in other towns and in 1924 they are combined to form the National Association of HSB societies (Hyresgästernas Sparkasse - och Byggnadsföreningars Riksförbund). The HSB movement is dealt with in section (a) of this chapter. As will be seen in table 12 the HSB movement at the end of 1960 consisted of 187 local societies (called parent societies) with a total membership of 158.674. To these parent societies 1.769 local housing groups (called daughter societies) were affiliated. There is a daughter society for each house, or group of houses, and this represents its member as owners of the house, or houses. The national association follows the administrative and economic development of the local societies, helps in securing loans, and conducts a savings bank. The actual building is done by private contractors under the control of the national association.

Next in size to the HSB movement comes the Svenska Riksbyggen housing organisation which is dealt with in section (b). This organisation which was started in 1941 is backed by the Swedish building workers' trade unions. At the end of 1960 the National Association of Svenska Riksbyggen societies had about 700 housing groups affiliated to it.

I.F Electrical Supply Societies

In the 1954 issue of this report a relatively detailed description concerning the activities of electric supply society was given based on a series of statements made by a State Committee (set up in 1943).

In the main, the information given was for the years 1944 and 1950. The decrease in the number of electrical supply societies for 1944-1950 also continued during the years which have followed. At the end of 1960 the number of such societies reached 1.286, but the number actually in operation is probably much lower.

I.G Domestic Freezing Plant Societies (Locker Plants)

Freezing techniques have not only given rise to a new branch in modern food industry but have also been introduced in private household. An attempt has been made to spread out the costs by establishing joint freezing plants in which several families can freeze down and keep their food. Such freezing plants are set up and conducted very largely by economic societies, thus falling within the scope of consumer cooperative activity.

A study of the reports to the society registers by the Board of Trade shows that during the year 1952-1960, 2,861 economic societies of the freezing plant type were registered. No such societies would seem to have been registered before 1952 so that the said number is for the total number of registered freezing plant societies at the end of 1960. The number of unregistered societies is not known. Freezing plant societies are principally located in the southern-most part of the country.

CHAPTER II

Kooperativa Förbundet (KF)

Kooperativa Förbundet (abbreviated KF) is the central purchasing and productive organisation of the Swedish Consumers' Cooperative Societies. This organisation is also the centre for cooperative advisory information, staff training and educational activity. The activities of KF are divided into three main departments: the Organisation Department; the Business and Production Department; and the Finance and Book-keeping Department. The Organisation Department carries on the informational and educational activity which in broad terms corresponds to the cooperative union to be found in other cooperative movements. This includes information and contact with the housewives, film propaganda, study circle activity, the weekly periodical "Vi" (meaning We) and the periodical Kooperatören, the Cooperative College, Vår Gård, and the archives together with the library.

KF's business activity is divided into three chief sections: food-stuffs, textiles and household goods, and heavy goods. In addition to sales to affiliated societies goods were sold to the State and other institutions, to KF's own factories, for export, and to private Swedish firms bringing the total turnover of KF and its subsidiaries up to a total for 1960 of 2,255,6 million kronor. The output from KF's factories reached a value of 1,093 million kronor.

As will be seen from the consolidated balance sheet given on page 61 KF at the end of 1960 had shares and reserves to the value of 408 million kronor (increase of 15 million kronor over 1959). Of this sum less than 100,000 was paid in cash. In accordance with the rules of KF, an affiliated society need only pay 150 kronor of its share holding in cash. However, all the dividend on purchases due to societies (usually 1%) is, according to the rules, transferred to the societies' share accounts. In this way the share holding of the societies in KF - 179 million kronor at the end of 1960 - grows automatically. The share capital of KF pays interest at the rate of 5 per cent. This latter can be withdrawn by the members. The surplus of KF not used for allocating dividend on purchases or interest on share capital is placed to reserves.

KF also conducts a fairly extensive savings activity which is available only to members of its affiliated societies. At the end of 1960 the amount of deposits held in KF's savings bank exceeded 312 million kronor.

The number of people employed by KF and its subsidiaries at the end of 1960 was 18.483.

The chief executive of KF is a Board of Directors of seven which is chosen by the Administrative Council. The members of this latter body are in turn elected by the district congresses which also elect the consumer movement's highest authority, the National Congress. A diagram showing the organisation of KF is to be found on page 60.

CHAPTER III

III.A Agricultural Cooperative Societies

The information given in this section has been compiled by the Federation of Swedish Farmers' Associations (Saveriges Lantbruksförbund - SL). The only agricultural organisations not affiliated to the Federation in 1960 were the sugar beet growers' organisation and the grain warehouse societies. Generally a farmer will be a member of a number of societies, such as, a meat marketing society, a dairy society, a rural credit society, and a purchasing and marketing society etc. In table 15 the figures given only include trade done by cooperative societies and not the total turnover of Swedish agriculture which is much larger.

The largest trade organisations are the Dairy, the Meat Marketing, the Purchasing and selling, the Egg Marketing and the Forest Owners' Associations. There are also two bank-credit organisations, the Association of Swedish Rural Credit Societies and the General Mortgage Bank of Sweden. These seven organisations predominate in the Cooperative Movement. The activities of the remaining five organisations are of a more limited and special nature.

The Swedish Dairies Association (SMR), founded in 1932, is the farmers' dairy association, with 235.000 members in 16 dairy federations and 12 dairy fusions (provincial societies), covering 396 dairies. The organisation has a 3,3 million ton annual milk intake, a 1,526 million kronor turnover and 268 million kronor in "own" capital.

The national organisation for meat marketing is the Swedish Farmers' Meat Marketing Association (SS), founded in 1933. There are 256,000 members, grouped under 25 meat marketing societies. In 1960, 279.000 tons of meat were handled. The total turnover reached 1.254 million kronor and the "own" capital 203 million kronor.

The Swedish Farmers' Purchasing and Selling Association (SLR) founded in 1905, arranges the purchase of requisites for the farmers and stores and sells their vegetable products. Members number 145.000 grouped under 22 central societies. Annual turnover amounts to 1.311 million kronor and "own" capital to 119 million kronor.

III.B Fishermen's Cooperatives

Sea fishing varies in character along the various parts of the Swedish coast both with regard to the type of fish caught and the conditions for its

disposal, etc. This is probably the main reason why common central cooperative organisations, such as in the case of agriculture, have not been established. Instead several regional organisations have been set up with their activities limited largely to certain main stretches of the coast. In this summary of fishermen's cooperative movement a geographical division of the coastal areas has been used. This is as follows; the west coast (part a), the south coast (part b), and the east coast (part c).

a. The West Coast: Fish landed on this part of the coast is chiefly sold at municipal fish auctions in Gothenburg and other parts. The first time the fish changes hands the price is subject to State price control. In connection with this price control the fishermen have established a special price control association.

The largest wholesaler in the fish trade on the west coast is Svensk Andelsfisk. This enterprise acts as a collaborative organisation between the fishermen and the consumers' cooperative movement. KF holds half the share capital in this organisation. In its turn Svensk Andelsfisk is a member of the National Oil Consumers Union - OK. (See chapter I.D). It should further be mentioned that Svensk Andelsfisk also conducts an extensive distribution of supplies and other necessities to the fishing industry.

There is also a special society for the fishermen who carry on herring fishing around Iceland. And finally there exists on the west coast a number of local fish marketing societies which have been established in connection with local trade union branches.

b. The South Coast: With regard to the direct sale of fish by the fisherman himself there is no general auction system on the south coast. As in the case of the west coast there is a special price control society. The State price control on the south coast, however, includes only two types of fish, herring and cod.

Among the fish marketing societies on the south coast should be mentioned the wholesale organisation Blekinge Andelsfisk. Like Svensk Andelsfisk on the west coast this society acts as an organisation of both producer and consumer interests. KF owns fifty per cent of the share capital while the remainder is held by the fishermen and their organisations on the south coast.

c. The East Coast: Baltic herring completely dominates the east coast. With the exception of the most northern parts of the coast the collection of the catch is confined to authorised fish marketing societies, organised in the form of economic societies. These marketing societies, however, in addition to acting as fish receiving organisations, also carry on wholesale activity. Apart from Baltic herring the direct sale by fishermen of other kinds of fish is completely free. Neither does there exist any form of State price control. The authorized fish marketing societies on the east coast are affiliated to a central organisation, a part of the activity of which is to organise the transfer of Baltic herring from the marketing societies with a catch surplus to societies in those areas which have a shortage. This central organisation is also of great importance as a negotiation body when negotiations are carried on with the state concerning price regulation and when settling the question of the authorization of the affiliated marketing societies. In conclusion it should be mentioned that the central organization also handles the export of Baltic herring and organises the supply of necessities for the fishing industry.

III.C Trade Unions' Building (Enterprises)

In the societies mentioned in this section the membership is exclusively made up of trade unions. This means in effect that the workers carrying out the actual building work are the employees of their own trade unions and can, because of their membership in these unions, influence the activities of the building societies in question and thus their own working conditions. At the end of 1959 a total of 13 such societies, including five joint-stock companies, were active.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre
6 Ganning Road, New Delhi (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint-Bernard
Brussels 6 Belgium

YCS 9

Regional Seminar on Youth & Cooperation
Cooperative College of Malaysia
Kuala Lumpur
January 11-22, 1964

B a c k g r o u n d P a p e r O n

COOPERATION & YOUTH IN THE BRITISH MOVEMENT

by

Mrs Roma Mongredian
National Youth Officer
Cooperative Union, Standford Hall (England)

in collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur (Malaysia)

The Malaysian Youth Council
Kuala Lumpur
(Malaysia)

International Cooperative Alliance
6 Canning Road
New Delhi.1 (India)

COOPERATION AND YOUTH IN THE BRITISH MOVEMENT §

Roma Mongredien
National Youth Officer
Cooperative Union, Stanford Hall
(England)

The British Cooperative Movement has always been concerned with the well-being, education and happiness of young people. In its early days it provided lectures, study circles, recreational classes and other activities to help ordinary folk combat ignorance and lead a happier and fuller life. Much of this social work was directed towards young people. As general conditions improved and responsibility for education was taken over by the State, the work of the movement changed and now, one expression of our social work is to be seen in the Cooperative Youth Movement.

In 1942, the variety of youth groups which had been sponsored by societies throughout the country were welded together into a national organisation and today the Cooperative Youth Movement is recognised as a unit in the further educational system of the country. Along with other voluntary youth organisations, it has joined forces with the statutory authorities to provide a wide range of leisure time activities for the educational and recreational needs of modern youth. It caters for three age groups: the 7/11-year old Junior Pathfinders; the 11/14 Pathfinders; the 14/21 youth club members. The Cooperative Youth Movement aims to attract the young person interested in purposeful and creative activities. A National Youth Officer coordinates the group and supplies programme aids based on four activity groups which have been nationally adopted. These are: Cooperation and Citizenship; Self-Expression; physical and outdoor activities; and Help to others. Cooperation and Citizenship training is naturally the key to our work, influencing the atmosphere of the group and finding expression in the three remaining categories. Through this training we seek to engender in our members an awareness of cooperation; give them an understanding of the forces which govern our lives; and a belief in democratic citizenship. The main programme aids offered to the groups are given below:

Junior Groups

Junior Pathfinder and Pathfinder groups receive specially designed scrap and log books for their respective groupings. These books are based on the four activities mentioned above and leaders throughout the country use them as a pattern for their programmes. The completed books are adjudicated at the national office and group prizes are awarded.

Youth Club Projects

Each year a theme of work is adopted for club work and a booklet outlining suggested projects on the theme is sent to each club. This year, for example, the theme chosen is "European Citizenship" and clubs are asked to centre their programmes around this subject. They have been invited to produce a handbook and wallchart on th

§ Reproduced from the "Review of International Cooperation" Vol.56. No.1, January 1963, published by ICA, 11 Upper Grosvenor Street, London W.1. (England)

International Cooperative Alliance
6 Canning Road
New Delhi.1 (India)

COOPERATION AND YOUTH IN THE BRITISH MOVEMENT §

Roma Mongredien
National Youth Officer
Cooperative Union, Stanford Hall
(England)

The British Cooperative Movement has always been concerned with the well-being, education and happiness of young people. In its early days it provided lectures, study circles, recreational classes and other activities to help ordinary folk combat ignorance and lead a happier and fuller life. Much of this social work was directed towards young people. As general conditions improved and responsibility for education was taken over by the State, the work of the movement changed and now, one expression of our social work is to be seen in the Cooperative Youth Movement.

In 1942, the variety of youth groups which had been sponsored by societies throughout the country were welded together into a national organisation and today the Cooperative Youth Movement is recognised as a unit in the further educational system of the country. Along with other voluntary youth organisations, it has joined forces with the statutory authorities to provide a wide range of leisure time activities for the educational and recreational needs of modern youth. It caters for three age groups: the 7/11-year old Junior Pathfinders; the 11/14 Pathfinders; the 14/21 youth club members. The Cooperative Youth Movement aims to attract the young person interested in purposeful and creative activities. A National Youth Officer coordinates the group and supplies programme aids based on four activity groups which have been nationally adopted. These are: Cooperation and Citizenship ; Self-Expression; physical and outdoor activities; and Help to others. Cooperation and Citizenship training is naturally the key to our work, influencing the atmosphere of the group and finding expression in the three remaining categories. Through this training we seek to engender in our members an awareness of cooperation; give them an understanding of the forces which govern our lives; and a belief in democratic citizenship. The main programme aids offered to the groups are given below:

Junior Groups

Junior Pathfinder and Pathfinder groups receive specially designed scrap and log books for their respective groupings. These books are based on the four activities mentioned above and leaders throughout the country use them as a pattern for their programmes. The completed books are adjudicated at the national office and group prizes are awarded.

Youth Club Projects

Each year a theme of work is adopted for club work and a booklet outlining suggested projects on the theme is sent to each club. This year, for example, the theme chosen is "European Citizenship" and clubs are asked to centre their programmes around this subject. They have been invited to produce a handbook and wallchart on the

§ Reproduced from the "Review of International Cooperation" Vol.56. No.1, January 1963, published by ICA, 11 Upper Grosvenor Street, London W.1. (England)

European Economic Community, after having given study to it. The projects produced are displayed and adjudicated at education conventions and scholarship places to summer schools are awarded to the members producing the winning entries.

European Holiday Tour

To add incentive to the study of the EEC, a European holiday tour is being arranged for club members for the summer of 1963. This is being planned in conjunction with the International Cooperative Alliance. Visits to cooperative organisations as well as institutions of the EEC will be a prominent part of the tour. The principal centres to be visited are Paris, Luxembourg, Bonn, Rotterdam and Amsterdam. Members will pay their own way and in order to keep costs to a minimum, youth hostel type of accommodation will be used. First places on the tour will be offered to members who have cooperated best in the project work.

Public Speaking

An important aspect of the work of the Cooperative Youth Movement is to train youth club members to think clearly and express themselves well and attractively. A very popular activity is the "Youth Speaks for Itself" contest, which is national event held annually. Interest in the contest grows each year and the standard of contribution is high. Teams choose their own subjects for the local contests, but at national level the subject is connected with the project theme for the year. The subject for 1963 is "Some Aspects of Cooperation within the European Economic Community."

Help to Others

Bearing in mind that cooperation means the combination of self-help and mutual aid, our members are encouraged to render service to others, particularly those in need. In addition to the numerous ways in which the individual groups give a helping hand to the cooperative movement and the community, a special project is taken up each year on a national scale. This year we have adopted the international children's village of Pestalozzi.

Cooperative Citizenship Award

The "Cooperative Citizenship Award Scheme" has recently been launched as a special challenge to the keenly interested club member. It demands a high standard of activity on specified tasks in each of our four activity groups and aims to develop further understanding in the theory and practice of cooperation and democratic citizenship. The scheme is operated at an elementary and advanced stage, taking about eighteen months to complete the two stages. An example of the achievements required at the advanced level is given below:

Members must:

1. Obtain a pass in the Cooperative Union's examination on Cooperation (Intermediate stage).
2. Demonstrate ability for public speaking at a high standard of performance.
3. Lead a group of young cooperators on a youth hostelling or camping holiday.
4. Act as an assistant leader of a cooperative junior youth group for nine members.

The elementary award provides a scholarship to one of our youth summer schools and the advanced award offers grant aid to enable participation in a European Work Camp or study tour of a cooperative nature. The scheme is at present experimental, but it has already been welcomed throughout the country.

Training in Democratic Practice

Progressive training in, and opportunity for, democratic practice is an integral part of our youth work. Youth club members are expected to take an active part in the organisation of their own affairs. At the general meeting of the club, members elect their committees and put forward ideas for the programme; deal with disciplinary matters and generally plan the life of the club. At national level, a National Youth Clubs' Committee is responsible for organising a national conference held annually and other events of a national character.

Leadership

Much of the success of our youth work depends on the men and women who lead the groups. They must be people in sympathy with the Cooperative Movement as well as skilled in work with young people. For this reason, many of our leaders are drawn from the ranks of the Cooperative Movement. To help equip them for their youth work, leadership training courses at both local and national level are provided. Refresher courses and ones of a specialised nature are also organised.

UNESCO Study Tour

Even the best leaders need opportunities to receive fresh ideas and gain renewed enthusiasm. In this respect we were particularly fortunate in recently obtaining a Unesco travel grant which enabled twelve of our youth workers to visit Denmark and Sweden to study youth work and the Cooperative Movements in these countries. In addition to visiting schools, colleges, voluntary youth organisations, municipal youth club, youth theatres, etc., the members of the party gained valuable insight into the highly successful cooperative trading of Denmark and Sweden.

This is a brief account of the work we try to accomplish in the Cooperative Youth Movement. Admittedly, much of it falls short of our desired aims, but there is evidence to show that over the years it has borne ample fruit. Many of the important positions in the British Cooperative Movement are held today by people who received their introduction to the movement and their cooperative training through the ranks of the Cooperative Youth Movement.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. India.

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brusseks.6
Belgium.

YCS 8

SEMINAR ON YOUTH AND COOPERATION
Cooperative College of Malaya
Kuala Lumpur
11th - 22nd January 1964

Paper on

"Preparation and Publication of Study Material"

by

M.V. Madane
Deputy Director, ICA Education Centre
New Delhi.

In collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur.

The Malayan Youth Council
Malaysia.
Kuala Lumpur.

International Cooperative Alliance
Regional Office & Education Centre
6 Canning Road
New Delhi, 1. India.

4th December 1963

PREPARATION AND PUBLICATION OF STUDY MATERIAL

by

M. V. Madane
Deputy Director, ICA Education Centre
New Delhi, 1.

The study circle activity is organised by the central organisation and carried out with the help of several cooperative organisations in the cooperative movement. Study circles are organised group discussions and hence it is necessary to feed the study groups with material and aids which will help them in discussing problems on a continuous basis and under the guidance of trained leaders.

For effectively carrying on the study circle activity in any movement the most important material required for use by members of study circles is a study material. The study material is an essential aid in helping study circle members to carry on their discussions. The study material is introduced in simple language, set out for people's needs and experiences to make it of great interest to the members. It is also especially designed to create interest and arouse discussions among the members.

The study material is usually divided into several sections. The number of sections corresponds with the number of meetings a group is expected to hold for discussing the given subject. This means that in each meeting one section is discussed and commented upon by the members of the group.

The study material gives factual information and state problems on the subjects under discussion. Arguments for and against the topic under discussion should also be given and at the end questions are necessary to be set out to give their comments on the basis of these questions.

The study material should be simple enough to be understood by the group leader who explains to the group the problems contained in the study material. After discussions on the subject the study group leader gets the replies of the members of the group, consolidates them and prepares a common answer on the question set out at the end of the study material.

The study material should be able to generate discussion on the subject which can last for several meetings. It is therefore necessary to keep the system of questions and answers going between the groups and the section in the cooperative union which deals in study circle activities. This means that the teachers who are responsible for study circle activities in the cooperative union have to go through the answers received from the groups and send back supplementary question to get further comments from the groups. Supplementary questions and comments by the teachers will help the groups to find out whether they have discussed the subject matter on the proper lines and also to keep the discussion on track in future.

The study material will naturally deal with the subjects which are of current interest and importance to the cooperative movement of a country. The choice of the subject for preparing study material should depend upon the current problems discussed in the movement. Subjects suggested by the cooperative societies and study groups should also be selected in preparing study circle material.

However the subjects should be of common interest to most of the cooperative societies in a given area. The problems pertaining to certain cooperative societies can also be discussed by the cooperative societies in other areas so as to get their opinion on the problems faced by these societies. In short the subject for preparation of study material should be of interest to all the societies in the movement or a group of societies in a particular area.

The study material could be prepared from the following three sources. 1. Adoption of the material already available. 2. Preparation of special study material on a cooperative subject. 3. Use of material already available on a particular subject as supplementary material for reading on a given subject.

The cooperative movement in Sweden has developed study circle activity on a very large scale. A separate department in KF is responsible for estimating study circle activities with the help of nine to ten teachers. A two way communication is maintained between the teachers in the Union and the study circles until a study course is completed.

These teachers have besides using the material stated above have also occasionally used the publications which are even critical of the cooperative movement. An interesting use was made of a publication whose author had made a very serious attack on the cooperative movement. A study guide was prepared/discussing /for critically the views of the author and with its help this book was discussed by the study circles all over Sweden. The result was that the book could not do any damage to the movement as most of the members understood with the help of the study guide the intentions of the author in criticising the movement. The book also did not reach among other sections of the public as most of the copies were purchased by the cooperative movement itself. Ultimately, the book helped in increasing the loyalty of the members to the cooperative movement.

1. There are several books available on various subjects of importance to the cooperative movement. If the study groups have to discuss a problem which is already discussed in the book it will be very convenient to adopt this book as a study material. However for using the book it will be necessary to prepare a study guide which will summarise the main arguments in the book and also will give general indications of the book as study material. The study guide will also contain questions based on the content of each chapter of the book. Adoption of material already available increases the utility of the books already published. It also saves additional expenditure on publishing new books on the same subjects.

2. The study material which is to be specially prepared for study circle activities will have to be mainly prepared by the teachers who will be engaged for conducting study circle activities in the cooperative union. Most of these teachers will be the persons with long experience in the cooperative movement especially in the research and educational sections of the movement. These persons should be able to prepare study material on most of the subjects on which group discussions are to be organised. However it will be necessary to enlist the support of business federations and other cooperative organisations in preparing study material on a given subject. It will always be helpful if the study material is prepared by an organisation which deals with the subject to be discussed, for example, if a study material is to be prepared on cooperative marketing, an officer working in the cooperative marketing federation will be most suited to write the study material on this subject. However, this very much depends on the experience and ability of the person to contribute on a given subject. The point to be remembered in this connection is that the study material should not be the responsibility of the National Cooperative Unions alone. Also the choice of persons for writing should depend on the availability of persons in the cooperative movement as a whole.

However the subjects should be of common interest to most of the cooperative societies in a given area. The problems pertaining to certain cooperative societies can also be discussed by the cooperative societies in other areas so as to get their opinion on the problems faced by these societies. In short the subject for preparation of study material should be of interest to all the societies in the movement or a group of societies in a particular area.

The study material could be prepared from the following three sources. 1. Adoption of the material already available. 2. Preparation of special study material on a cooperative subject. 3. Use of material already available on a particular subject as supplementary material for reading on a given subject.

The cooperative movement in Sweden has developed study circle activity on a very large scale. A separate department in KF is responsible for estimating study circle activities with the help of nine to ten teachers. A two way communication is maintained between the teachers in the Union and the study circles until a study course is completed.

These teachers have besides using the material stated above have also occasionally used the publications which are even critical of the cooperative movement. An interesting use was made of a publication whose author had made a very serious attack on the cooperative movement. A study guide was prepared/discussing /for critically the views of the author and with its help this book was discussed by the study circles all over Sweden. The result was that the book could not do any damage to the movement as most of the members understood with the help of the study guide the intentions of the author in criticising the movement. The book also did not reach among other sections of the public as most of the copies were purchased by the cooperative movement itself. Ultimately, the book helped in increasing the loyalty of the members to the cooperative movement.

1. There are several books available on various subjects of importance to the cooperative movement. If the study groups have to discuss a problem which is already discussed in the book it will be very convenient to adopt this book as a study material. However for using the book it will be necessary to prepare a study guide which will summarise the main arguments in the book and also will give general indications of the book as study material. The study guide will also contain questions based on the content of each chapter of the book. Adoption of material already available increases the utility of the books already published. It also saves additional expenditure on publishing new books on the same subjects.

2. The study material which is to be specially prepared for study circle activities will have to be mainly prepared by the teachers who will be engaged for conducting study circle activities in the cooperative union. Most of these teachers will be the persons with long experience in the cooperative movement especially in the research and educational sections of the movement. These persons should be able to prepare study material on most of the subjects on which group discussions are to be organised. However it will be necessary to enlist the support of business federations and other cooperative organisations in preparing study material on a given subject. It will always be helpful if the study material is prepared by an organisation which deals with the subject to be discussed, for example, if a study material is to be prepared on cooperative marketing, an officer working in the cooperative marketing federation will be most suited to write the study material on this subject. However, this very much depends on the experience and ability of the person to contribute on a given subject. The point to be remembered in this connection is that the study material should not be the responsibility of the National Cooperative Unions alone. Also the choice of persons for writing should depend on the availability of persons in the cooperative movement as a whole.

3. The material to be recommended for general reading on certain subjects should be selected by teachers in the cooperative union. Such material should be recommended through the list of books set out to study groups. In addition, cooperative magazines which contain articles on these problems should be recommended for reading by the members as supplementary material on the subject under discussion.

The cost of preparing the study material should mainly be borne by the cooperative union. However in developing countries it may not be possible for the cooperative union to shoulder the financial responsibility of publishing such material. In such circumstances the business federations should help the cooperative unions in producing the material by financing the publication of such material by the cooperative union. The actual work of publishing the material should always be done by the cooperative union. However, financial support of the other cooperative organisations should always be welcomed in enriching the study material available for study circle activities.

In developing countries illiteracy is still a major problem and hence it may not be possible for several members to read the study material and understand it fully. Hence it will be necessary for the group leader in societies of the developing countries to first digest the contents of the study material and then explain it through the members of the group. His task is much more difficult than the task of the leader of the group, member of which are able to read and write. In addition to study material in such countries the leader should also equip himself with visual aids which will help him in explaining the subject to the group as a whole. It is difficult for a group leader to conduct discussion unless the members of the group are able to understand the subject to be discussed. Hence in developing countries study material besides being simple will have to be supplemented by several other teaching aids for making the study circle activity more useful and effective.

The study circle activity should also be made as far as possible a self supporting activity. In order to enable the cooperative union to publish study material on an economic basis the study groups should be able to pay the cost of the study material supplied to them. Although in the developing countries it may not be possible for the study groups or the cooperative societies to buy the study material it is important for them to accept the principle of paying the cost of the study material by sharing the cost of the material.

The prices charged for the study material should be increased so as to enable the cooperative union to gradually collect the cost for production of the material from the cooperative societies.

.....

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road, New Delhi.1. India

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels.6. Belgium.

YCS : 7

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur

11th - 22nd Jan. 1964

COOPERATION & YOUTH

by

Nils Thedin
KF, Stockholm. 15
Sweden

.....

In collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur. Malaysia.

The Malayan Youth Council
Kuala Lumpur
Malaysia.

ICA Regional Office & Education Centre
6 Canning Road
New Delhi.1.

"Seminar on Youth and Coopera-
tion, Kuala Lumpur, Malaysia
11th - 22nd January 1964"

COOPERATION AND YOUTH

by

Nils Thedin
KF, Stockholm -15.Sweden

There is a piece of sculpture in the tradition-rich primary school (in Brunnsvik) of the Swedish Labour Movement which depicts "Two Generations". It shows a father teaching his son to draw a large and heavy bow.

That is probably the way the older generation would like to regard relations between the generations, that is to say, the old passing on its knowledge and experience to the young who carry on the work, improving it when imperfect then carrying it on to completion.

But reality does not always coincide with these idealised images. An author in a Swedish novel about today's youth accords a young student this remark:

"What more could they ask us to build up? Everything was so damn well-built up already".

The young people depicted in this book are attempting to find their way in a world built up by their elders. In reality, they show themselves to be rather alien to a number of their society's values, ambitions and standards of right and wrong. The older generation looks on in astonishment and sometimes shock at many of the things which happen among young people in many lands. Modern literature, films and the press direct attention at the phenomena called, according to their places of origin, 'teddy-boys', 'beatnicks', 'Halbstarken', 'blousons noirs', 'raggare' etc. This development is often regarded as a form of rebellion by young people, a kind of repudiation of the society of their elders.

However, there is a question as to whether or not this phenomenon receives more attention than it really deserves. It is more likely an expression of the extreme than the typical. A few figures may cast some light on the situation as it is in Sweden.

One may say with all confidence that interest among young people in education has never been as great as it is now. Never before have youth organisations in Sweden had as much support as now. There are about 1.4 million young Swedes between the ages of 12 to 24. Youth groups have a total of 1.6 million members in this age group. The latter figure is higher because young people are often members of several organisations simultaneously. About 2/3 of all youth between 12 and 24 are presently members in one or more youth organisations. In the suburbs (built-up areas - tätorter) alone, where youth problems are especially accentuated, a great increase in the number and size of youth organisations has been noted during the last few years.

These young people of different kinds, the organised, the unorganised, are all objects of interest to juvenile authorities, representatives of the community, manufacturers and sellers, etc. all who realise that youth is the future and youth, therefore, the source of power. They all try in different ways to affect young people's values, interest-inclinations and purchasing habits.

The economy's interest in this large category of consumers is reflected in the growing number of goods aimed at the younger market, goods like clothing, radios, grammophones, records and musical instruments, sporting articles, cosmetics, etc. These offerings are supported by eloquent advertisements which appeal directly to young people. These advertisements often play on the reluctance of young people to wait, their desire to see their dreams quickly realised. The advertisements entice them into acquiring coveted merchandise at once. Different forms of credit are made available to the young consumer.

Ads always say: 'buy now'. But those people engaged in forward-looking consumer educational activities among young people must often say: 'Don't Buy Now'. You can use your money better later on when you settle down or finish your professional training'.

Cooperative educational activities must obviously use that kind of language. Cooperation speaks of saving and planning. Is not this a handicap in winning the attention of young people? Must not Cooperation also employ suggestive, convincing advertisements if it is to hold its own economically?

These are questions of conscience. The Swedish economic system is one in which different types of enterprises compete with one another. We in Cooperation believe that competition leads to greater effectiveness and we strive purposefully to achieve a continued sharpening of competition in this country. Advertising belongs in the competitive community. It is a necessary tool when it serves to direct consumer attention to low prices and good quality. Thus, Cooperation must make use of advertising, effective advertising. But Cooperation may not misuse this tool. Cooperation's advertisements must supply supportable arguments for stylish, high-quality merchandise.

During the years after World War II, a large chain of cooperative departmental stores was built up, involving more than 60 modern departmental stores today. Through these stores, Cooperation has acquired completely new opportunities for making contact with the young consumer. A young public turns to the sports departments, record bars, clothing departments etc. In the departmental stores. Thus, the departmental stores, to the greatest extent, establish the first contacts between Cooperation and Youth.

But do these young consumers also become members? How often do they use their checks (sales-receipts) to seek their own membership in a consumer society?

These are some of the questions which have been discussed in Swedish Cooperation. In all probability, young people's sales receipts are pooled with their parent receipts in a common family pot. In a number of cases, they probably are not used at all. However, this is not a satisfactory situation. It would be more desirable instead if the young consumer came to regard Cooperation as the consumer's own movement in which he, through membership, could safeguard his own interests. Therefore, Cooperation must approach the youth of today with a message which is not merely advertisement for some product, a message which must awaken interest in Cooperation's ideas and in the lives of its members.

Similar thoughts were the basis of a motion concerning young people which was placed before the 1956 cooperative National Congress and which led to certain positive decisions. The Congress challenged the societies to study the possibilities of collaborating with young people in establishing certain units, where feasible, within societies, units to be administered by the young people themselves. However, neither this challenge nor any of the other decisions which the Congress made concerning young people led to any practical results.

But this does not mean that the Congress' initiative was meaningless. As a result of its interest in the youth problem which were discussed at the Congress, an official in KF's publishing company, Dr. Ludwig Schnabel, was given a task of making a plan for future youth activities. He submitted a proposal for consumer-informative group discussions among young people and was employed by KF's information Department in order to execute the planned programme. The result was the formation of a number of young people's study circles treating different topics of special interest to them and which were related simultaneously to cooperative departmental store activities, music, hygiene, beauty care, outdoor activities, etc. The activities have grown to considerable proportions during the course of the last few years.

Study activities carried with them a need to establish contact with the large masses of young people from whom participants in the study circles might be recruited. Consequently, the so called youth tours (ungdoms-turneérna) were instituted by which the societies were able to offer first class teen-age programmes which soon showed themselves capable of attracting a large and enthusiastic public. For the first of these programmes, a special film for young people was produced, a musical called "The Square" ("Torget"). This film, in turn, came to mean that greater and greater emphasis was laid on another side of youth activity: contact with youth organisations.

To an ever increasing extent, Cooperation has sought contact with different youth organisations. In a number of cases, these contacts have resulted in fruitful collaboration between cooperative organisations and youth groups.

One example of this kind of collaboration is Camp Konsum (lägerkonsum).^x The campers themselves are responsible for the procurement of merchandise in cooperative form in all the camps which have been organised by the Young Eagles (Unga Örnar)^{xx} during the last few years. The young people operate their own shop through their own delegated body. Surplus is paid back to the 'member' (the campers) as dividends or goes into a common fund. In certain cases, the campers decide to utilise the surplus for some good cause. In one camp organised by Konsum Stockholm and which has been inspired by the thought of a world without boundaries, campers decided to turn over all of that camp-Konsum's surplus to Cooperation's fund, "Without Boundaries" ("Utan Gränser").

Consequently, it has been possible to carry out, in a practical and realistic way, those ideas which KF's Congress discussed in 1956, that is, that young people themselves shall also be responsible for a cooperative effort. But it is not a question here of exercising control over a small element of a large unit. Here, the young people themselves answer for their own society and acquire practical training in economic democracy simultaneously.

Another example is to be found in the way in which the film "The Square" has been used. Sweden's Social Democratic Youth League (Socialdemokratiskt Ungdomsförbund) worked out special meeting-material in relation to this film. This means that the film has been used at about 1,000 meetings within the SYL (SSU), not only as a good and meaningful form of entertainment but also as the basis for discussions of youth issues, collaboration and cooperation. This initiative has inspired new measures in the same spirit.

x : Model Cooperative shops carrying on proper sales in tents on different sites throughout the countryside.

xx : A youth organisation resembling the Boy Scouts.

A third example should be mentioned because it is exemplary in many ways : the contest which the cooperative insurance institution, Folksam, arranged together with the newspaper "Stockholms-Tidningen" under the title, "Ideas for success" ("Idé till framgång"). In this context, it was necessary for youth societies to draw up a programme for the first six months of 1962. These things were to be involved in the contest-programme : 1. the temperance informational activities which the society intended to pursue during the six months, 2. the efforts which were to be made to establish contacts with young people not affiliated to any organisation, and 3. a plan for general activities during six months.

Thus, it was a question of planning a 'dream' programme. But this kind of programme costs money and most societies have meagre resources. However, the six societies which had presented the best programmes for the first half of 1962, according to the context jury's opinion, did receive the funds necessary to make that 'dream' come true. Thus, as a result of the context, many young people's societies got to discuss their programmes and to express their desires and plans. This initiative had repercussions all over the country which were to the advantage of young people and all future democratic activities in Sweden.

These three examples show how Swedish Cooperation feels a realistic cooperative youth activity should be built up. It should not compete with young people's organisations but should give positive support to their activities. It should join in the interests of organised youth with organised collaboration and always bear in mind the need of the organisations for a first-class programme. That young people collaborate to the greatest possible extent in different youth organisations must, of course, be a cooperation's interest. In such organisations, young people acquire a practical education in democracy. The organisations direct their interest toward community issues. This creates, thereby, better conditions for the continued activity and development in this country of popular (people's) movements as popular movements and not merely immense and anonymous institutions.

The thought that 'everything is already so complete' should never occur to organised youth. The background provided by society activities insures that members are able to visualise new and expanded responsibilities for large organisations. It should therefore be a grateful mission for Cooperation to interest organised youth in the immense tasks with which modern cooperation must come to grips. For them, cooperation's sheer size cannot be forbidding. Quite to the contrary, this size must be regarded as an advantage and a promise : 'here are the resources for tackling essential problems.'

Experiences gained through cooperative youth activities show that the steps taken hitherto are in the right direction. The cooperative departmental stores are extraordinary instruments in matters such as satisfying the interests of young consumers. The "junior-line" featured in these stores must involve not only style and quality but also an incentive to style and quality consciousness. In addition to this, cooperative youth work should primarily be contact work, striving for fruitful contacts with youth organisations. This is a rich field for cooperative contributions of use to both organised youth and the cooperative movement as well.

But experiences have also brought forth new tasks. Time after time, the need for a contact organ for youth has only been touched upon in debate, the need for some kind of cooperative young people's magazine. The "junior-line" scheme in the Autumn of 1961, an action in which all cooperative departmental stores collaborated with displays and entertainment programmes, provided a more concrete basis for discussion. A young people's magazine called "Junior-Line" (Ung linje)

was incorporated in a special section of the magazine "We" (Vi) and was distributed to a few hundred thousand young people. These publications showed that it is a good idea to publish magazines which contain more than glossy light-reading and which are also able to arouse interest, magazines which presume that the leisure interests of young people involve more than flights from reality. In all probability, there is a need for a young people's magazine, outside the framework of club or society publications, which deals not only with the ordinary youth-interest in such areas as sport, motoring, jazz and clothing, etc., but also with the deeper problems which go together with professional education, married life, settling down, National service, the world, etc. Cooperation can probably make a contribution in this area, a contribution which complements the activities of youth organisations, not competes with them.

It is now necessary to ask the question : "Where is the connecting link to this youthful idealism to be found? Shall Cooperation appear primarily as an interested consumer organisation in youth matters?"

Naturally not! The Cooperative Movement has had an appeal throughout the years which has exceeded all mean and narrow interests. Cooperation is really an economic fraternal movement whose collaborative concepts have no boundaries. Its lofty, far-sighted goal doubtlessly fulfills many of the requirements necessary for winning the approval of upto date young people seeking ways to better conditions in the poorer countries and to strengthen collaborative bonds among all men. It can certainly be said that the means which Cooperation has employed until now to help the developing countries to help themselves have been meagre indeed. But everything done in this area helps men to lead more secure lives. Every such contribution is of immeasurable importance.

To close, the most important duty of Cooperation's youth work is probably to point out just this : that Cooperation is an international collaborative movement in a world in which so very much remains to be done.

...

joint effort. The members of the cooperatives work together in making articles, such as toys, general utensils, embroidered and knitted pieces, in gardening and afforestation, gathering and drying medicinal plants, breeding small farmyard animals like rabbits or pigeons, and collecting rubbish (old bones, scrap metal), small edible animals (snails, shell-fish), wild edible plants (corn, salad, dandelions), wild

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road, New Delhi.1. India.

WORLD ASSEMBLY OF YOUTH - WAY
66 Rue Saint-Bernard
Brussels-6
(Belgium)

YCS : 6

STUDENTS' COOPERATIVES IN INDIA & ABROAD

Background paper for the
Regional Seminar
on
Youth and Cooperation
Kuala Lumpur (Malaysia)
January 11-22, 1964

In Collaboration With

Cooperative Union of Malaya Ltd
Holland Road
Kuala Lumpur (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road, New Delhi.1. India.

WORLD ASSEMBLY OF YOUTH - WAY
66 Rue Saint-Bernard
Brussels-6
(Belgium)

YCS : 6

STUDENTS' COOPERATIVES IN INDIA & ABROAD

Background paper for the
Regional Seminar
on
Youth and Cooperation
Kuala Lumpur (Malaysia)
January 11-22, 1964

In Collaboration With

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

International Cooperative Alliance
6 Canning Road
New Delhi.1. (India)

"Seminar on Youth and Cooperation"
Kuala Lumpur: Malaysia
11 - 22nd January '64

STUDENTS' COOPERATIVES IN INDIA & ABROAD §

Students' cooperatives are functioning in more than 26 countries. They first developed on the continent of Europe and later on in the U.S.A., Canada, and the Latin American countries. In the USA and Canada, the "house cooperatives" are the most important type of cooperatives, besides supply cooperatives and credit unions. But in France and other European countries they are mainly found amongst school children, their objects being to equip and beautify their schools and meet other collective needs. The forms and activities of these cooperatives are described in this chapter. While social and economic conditions in these countries and India differ and it may not be possible to adopt any of these institutions wholesale in our country, the student community in general has many things in common and it may be possible to draw some lessons for developing cooperative activity amongst our students.

UNITED STATES

The cooperative houses and the cooperative book stores are the two main types of students' cooperatives in the USA. Other cooperatives such as credit unions and insurance societies, are very few. Though the number of cooperatives among students is not very large, they have made a remarkable contribution in relieving the economic hardships of the students and in teaching them, in a practical manner, what a cooperative society is and how it can be properly worked. Educational authorities have accepted the value of cooperatives as a very good means of teaching students about democracy, business and cooperation and inculcating in them a sense of responsibility and attitudes of good citizenship. Attempts are therefore made in some states to start cooperatives in schools under the guidance of teachers.

Cooperative Houses :

The origin of cooperative activity among students in the USA dates back to the 1880s when cooperative book stores were started in some colleges. However, it was only since 1929 that the students' cooperatives expanded both in terms of number and activities. The depression created serious economic difficulties about meeting the educational expenses of many a student. In the USA a number of students work their way through college. There were others whose parents were barely able to finance the education of their children. The condition of these students became more and more acute as the depression progressed. Incomes from homes were shrinking to nothing, while the jobs of working students were disappearing as unemployment was mounting. In 1933 some of these boys were putting up a desperate struggle. They lived in the cheapest of rooms, ate at the meanest lunch counters and too many times went to class hungry". This situation gave rise to the organisation called "cooperative houses" of students whereby a way was found to fight these difficulties. The students lived in these houses and cut the expenses of board and lodging by doing most of the work themselves. In one case, the college leased a plot of land for ten years to a group of students. The boys built themselves a house and made much of the furniture required. As most of them came from farm families, they contributed fresh and home-canned fruits and vegetables.

Reproduced from the publication entitled "Students Cooperative Stores in India and Abroad" published by the National Cooperative Union of India, 72 Jorbagh, New Delhi.

Besides the cooperatives which were born of economic necessity, some cooperatives arose from the members' interest in the cooperative movement resulting from their academic studies or informal discussion groups of their own. Sometimes individuals professors or the faculty as a whole have been responsible for starting the organisation. At the end of 1941 there were nearly 160 cooperative houses. Their number increased to 500 comprising 50,000 students as members during 1955. Their yearly business is estimated at about \$ 3.75 million. These cooperatives have been able to achieve substantial reductions in the living costs of their members since most of the work in the cooperatives is performed by the members. Members agree to devote four to six hours a week on kitchen work, cleaning, repairing, service, etc. Local cooperatives have also set up inter-cooperative councils to make purchases and undertake certain common functions. As a result, the costs in the students' houses are about a third lower compared to other living units for students.

The management of the cooperative houses vests in a board of directors elected by the members. In some houses faculty members may be elected on the boards or coopted as advisers. The board is assisted by committees such as a purchasing committee, house maintenance committee, education committee, recreation committee etc. The day-to-day management is carried on by the house officers elected by the members. They are manager, steward, accountant etc. The officers are exempted from routine work.

It is claimed that four to six hours a week on the part of members does not interfere with his studies. Besides, a number of members also do part-time jobs elsewhere. However, the members of the cooperatives have very good academic records. Some of the members have secured the highest group scholastic averages in the State Universities of California, Oregon, Texas, and Michigan.

Cooperative houses at the Michigan University deserve mention. At present there are seven cooperatives - three men's, three women's and one married couples' cooperative. Membership is open irrespective of race, religion or nationality. Foreign students form 25% of the cooperative membership.

A member is provided with furnished living quarters as well as social space. He gets 20 meals a week as a boarder. In between, snacks, a traditional American habit called "guffing" are also available. Everyone has free access at all times to milk, bread, butter, jam, fresh fruit and leftovers. Other items are priced. The houses remain open during vacations and the members can continue to stay there during these periods. Each house has laundry facilities - an automatic washing machine and a dryer. It also has arrangements with a dry cleaning service to have clothes picked up and delivered at a substantial discount.

Each cooperative house fixes its own budget. The boarding and lodging charges per semester has been about \$216. The cooperatives claim costs lower by about one-half to one-third.

All the work - cooking, dish-washing, repairs, office work - is done by the members and there are no maids, janitors or hired cooks. Every member has to work for four to six hours a week. Work is done in pairs which gives an opportunity to members to get closely acquainted with each other.

Each house elects its officers at the beginning of the semester. The president is the leader of the house and presides over house meetings. The house manager looks after the maintenance of the house while the steward plans the menus, and makes sure that all the articles required in the house are there.

The Michigan house cooperatives have set up an Inter-Cooperative Council with a view to having a central organisation for holding deeds and mortgages, operating centralised food purchases, and coordinating the affairs of the individual houses.

Each of the member houses elects one delegate to the Council for every ten members. There appears to be active campaigning for elections. The election committee schedules a series of campaign speeches for each candidate. Normally one speech is scheduled for each candidate in each house. The speeches are generally after-dinner speeches, so that the candidate has a chance to speak with members during the meal and also after his talk. No two speeches are scheduled together. The delegates meet twice a month and decide about maintenance, expansion and membership. Most of the work of the Council is done by committees with the assistance of a full time paid executive secretary who keeps the books and does general office work.

Cooperative Book Stores

The oldest and best known cooperative store is the Harvard Cooperative Society founded in 1882 on which a book has also been published by the Harvard University Press. About 50 such cooperative stores were functioning in 1955. They supply new and second hand books including fictions and magazines, smokers' supplies, sports goods and candy. Some of them also have lunch counters or cafeterias. The book stores deal with both members and non-members. While patronage dividend is given to members, it is credited towards purchase of shares in case of non-members.

The students' stores have been found to be less successful than the houses in obtaining active student interest and participation. The operation of a cooperative house is something that touches the member in almost every aspect of his daily life. Meetings of the cooperative houses are also well attended because membership is not scattered and the meetings are generally held at the lunch hour.

School Cooperatives

Cooperatives among school students which exist in both urban and rural areas are encouraged by the educational authorities to supplement instruction on cooperation provided in the syllabus and to provide useful experience to students in the working of democracy and management of business. Often other forms of business organisation such as private companies or public corporations are also set up in the same schools to teach students about the various forms of economic organisation existing in the US economy.

The oft-quoted school cooperative is that of the Stokie Junior High School of Winnetka in Illinois. The cooperative is a supply store which supplies note books, papers, pencils, pens and other kinds of usual school supplies. The store remains open 15 minutes before school and 15 minutes during the lunch period.

Earlier the store was operated as a private company by a group of students who earned the profits. Later the store was operated as a public company and the profits were used for purchasing school equipment. The cooperative store came to be organised out of the discussions in the eighth grade arithmetic and social studies class in which different forms of ownership were considered. As the students expressed a desire to form the cooperative, a visit was arranged to a nearby cooperative and byelaws were drawn up. The byelaws provide that any student can join as a member by a purchase of a share, of 25 cents. The share money is returned when a student member leaves the school.

The store is managed by a Manager elected for one semester. Its day-to-day working is carried out by six clerks, elected to work for six weeks each. Meetings of the Board of Directors are held twice a month. The store supplies articles worth about \$600 to \$700 a year, pays about 4 per cent dividend on shares and rebates of about 10 per cent on purchases.

The cooperative has an Education Committee which is responsible for seeing that the pupils in the school know cooperative principles and practices. Discussions are arranged and films shown for the purpose. A certain amount is set aside every year for such educational purposes.

The school has also a credit union (analogous to a credit society in India) which makes loans on the advice of the loan committee to members who have forgotten to bring their lunch money. Maximum loans are \$1.50. No interest is charged for one day but after a week the rates rise sharply.

They also have an unusual organisation, viz., the Cooperative Insurance Society which insures students against the breakage of dishes in the cafeteria. Premiums range from 8 to 11 cents a year, depending upon the students' grade level.

The school also has a Stokie Livestock Company, a public apiary and a conservation Authority on the pattern of TVA which is primarily engaged in the operation of a small tree nursery. The school also has a labour union called the Stokie Dishwashers' Union. Thus the school has all forms of economic organisations working side by side. All these organisations are organised under the authority of the school council which is a representative body of the students and the economic organisations. The organisations pay taxes to the school council.

Two other cooperatives which deserve mention are the supply stores in the Pine Mountain Settlement School in Kentucky and the Badger Community School in Wisconsin. At both the places, the stores were organized to effect savings and obtain supplies which otherwise had to be procured from a distant town.

Encouragement From Educational Authorities

The cooperatives in both colleges and schools receive a great deal of encouragement and assistance from the college and school authorities. Often individual professors or the faculty have taken keen interest and helped in setting up the cooperative on a sound footing. In some cases the college itself advanced loans as original capital or rented buildings to house cooperatives.

Other associations such as the 4H Clubs, YMCA, YWCA, College Alumni, and the cooperative organisations have also assisted the students' cooperatives.

North American Students' Cooperative League

The students' cooperatives in the US and Canada set up their federal organisation in 1946 with the assistance of the Cooperative League of the USA. The Students' League holds annual conferences, publishes a monthly 4 page paper "Cooperatives in Action" and provides both information and guidance to students' cooperatives.

C A N A D A

Canada also had student house cooperatives and supply stores as in the United States. The Campus Cooperative Residence at Toronto University, which is a typical society, was organised in 1931 by 12 students. Now it runs five houses accommodating 90 students. One of the houses is a women's residence and the other four are men's residences. Both men and women share the dining and recreation room facilities. The dining hall in one of the houses provides meals for 105 students.

Students purchase \$15 worth of share for acquiring membership. Share money is refunded at the end of five years. The share capital and assets of the society amounted to \$6,790 and \$63,830 respectively during 1956.

The houses are mainly operated by the students who work for four hours a week on various assignments. They are assisted by four permanent employees who comprise a secretary, two cooks and a general cleaning man.

The Board of Directors comprising eight members is elected every term. The Board meets once a fortnight to decide upon the various matters of the society.

Another typical supply society is the student cooperative in the St. Francis Xavier University, Antigonish. The society was started with the aim of giving to students practical experience in business administration and educating them about the working of a cooperative. The society runs a book store a canteen, a barber-shop and manages a branch store at Xavier Junior College in Sydney.

The society has about 500 student members. Membership is also open to teachers. The share and working capital of the society were \$3,665 and \$25,000 respectively during 1956. It had a sales turnover of about \$72,000.

The Board of Directors comprises 12 members. The day-to-day management is looked after by a paid student manager. One of the difficulties experienced by the society is to get a proper manager. It is only during the last four or five years that they have been fortunate in this respect and hence made any worthwhile progress so far.

The society has an Education Committee for member education. One per cent of the total turnover is credited to the Education Fund. The society awards three scholarships of \$100 to needy students, of which one scholarship was awarded to a foreign student during 1955.

FRANCE

School cooperatives in France are the best developed in the world. They were started in a modest way in some rural schools about 50 years ago. The aim of these societies was to breed farm animals such as rabbits or to start forestry nurseries for the reforestation of the mountains in France which were laid bare by erosion. Profits from these activities of the school children were utilised for paying the fees of very poor pupils. Later, after the first World War, some real school cooperatives were set up under the advice and guidance of school teachers for the purpose of equipping their schools which neither the poor communes nor the finances of the war-impooverished state could do. As their activities were found of great help in enriching the school life and activities and of great educative value they were organised in all parts of France. In 1956, they numbered 25,000 comprising more than a million school children. Most of these cooperatives have developed in primary schools. A substantial number of the rest are in grammar and technical secondary schools.

The school cooperatives in France are unique in their aims and in the activities they perform. Unlike the students' cooperative movement elsewhere which has the principal aim of supplying the individual needs of members, the movement in France has a strong intellectual, civic and moral orientation. The activities of the cooperatives are directed to satisfying collective needs through

joint effort. The members of the cooperatives work together in making articles, such as toys, general utensils, embroidered and knitted pieces, in gardening and afforestation, gathering and drying medicinal plants, breeding small farmyard animals like rabbits or pigeons, and collecting rubbish (old bones, scrap metal), small edible animals (snails, shell-fish), wild edible plants (corn, salad, dandelions), wild fruits etc. The goods thus collected or produced are then sold and the profit is paid into the cooperatives' funds. Other communal activities such as giving theatrical productions and puppet shows or editing and printing a journal are also undertaken.

The resources thus raised are used to equip and beautify the school so that the children can work happily and harmoniously in pleasant surroundings. For moral reasons, the school cooperative movement applies the proceeds of the children's work to collective uses and is opposed to the use of the proceeds benefiting children individually. They start with smaller things such as by beautifying their classrooms with pictures, small pieces of furniture, vases, curtains, plants and flowers, and their own paintings. They complete the hygienic equipment of the school by providing a toilet room, purchasing a first-aid outfit for urgent cases, etc. Having beautified their school, the cooperators use their resources for increasing and modernising the teaching equipment such as building up of a reference library, purchase of laboratory equipment, wall-maps, film projectors, hiring of a piano, purchase of song books, etc. The cooperative also organizes recreational activities by staging plays, film shows, music, photography, sports clubs and excursions to museums, exhibitions or fairs. Sometimes sick and suffering people are also helped.

These cooperatives of students are democratic organisations like other cooperatives. The members hold meetings, and keep their own minutes and accounts through their student-secretaries and accountants. The actual direction of the cooperative is carried on by a team of qualified leaders who organise the activities. However, the teacher's role is very important in these cooperatives. The development of a school cooperative, its practical efficiency, and its educational and moral achievements depend to a great extent on the teacher who is placed in charge of the cooperative. He must be in a position to inspire the necessary enthusiasm and energy and to organize the children's work in a proper manner. Though there are a fairly good number of vital school cooperatives, the moral and educational benefits are not claimed in respect of all the cooperatives.

It is claimed that as a result of the active progress of the movement, the schools are now richly endowed. They are no longer the gloomy, dull, dusty and often ugly buildings where the students entered apprehensively. They have been made cheerful bright, clean and attractive with abundant modern equipment. The cooperatives have proved of great educational value, and due to their participation in the cooperative the students leave their schools imbued with the ideals of mutual help, moral responsibilities and benefits of cooperative action.

B E L G I U M

The school cooperative movement is of recent origin in Belgium, but is growing steadily. It is modelled on the pattern in France, and, in fact, arose out of similar needs resulting from War destruction. The typical activities of these cooperatives comprise carpentry, sale of garden produce, purchase of sports equipment, and printing.

The school cooperative stores in the "Esperance" Children's Home at Cog-Sur-Mer, which is now more than 10 years old, deserves special mention. The store has branches in each class. The school management has introduced its own currency which is used for rewarding children for good work or unselfish behaviour.

The currency is accepted by the store and changed by the school management if required for outside purchases.

MEXICO

Mexico is the second country after France which has the most highly developed school cooperative movement. Unlike other countries, Mexican school cooperatives form part of the state educational system and membership is compulsory for all the pupils, teachers and other staff of the school. The compulsory method has been adopted as the economic condition of the people in Mexico is poor. In 1948 the Department of Education set up a Bureau of Educational Cooperatives for promoting the cooperatives in primary secondary, vocational and rural schools. As a result of this policy, the school cooperative movement has rapidly developed in Mexico. There were only 160 societies in 1950. They increased to 615 in 1951 and to 1,500 in 1955 comprising 1,67,000 members. These societies had a turnover of 16 lakh Mexican dollars and made profits of \$2,93,800.

The common types of societies are the consumers societies selling sweets, popular iced drinks and school equipment. The students also sometimes give up 40 to 60 per cent of the surplus due to them as dividend for school improvement or purchase of articles for common use. In 1955, of the total profits, \$ 176,290 were distributed as dividend, and \$1,17,510 were used for school improvements and students' collective needs.

The school cooperative elects a board of directors where students are in a majority But the teacher normally works as the manager of the store. However, in order to safeguard the educational values of school cooperatives, stress is being placed upon gradually reducing the master's intervention in the running of the society as the pupils gain practical experience.

One of the difficulties experienced is the ignorance of many teachers of the fundamental principles of cooperation and their application to school cooperatives, which is the main obstacle to the development and consolidation of some societies. It is, therefore, considered urgent that the subject of cooperation be included in teachers' training colleges. To remedy this, the Department of Cooperative Education has prepared a series of ten talks for radio transmission and reproduction on gramophone records for use in schools.

BRAZIL

School cooperatives were introduced in Brazil in the 1830s. They had very shaky beginnings. But public authorities in the various states are making vigorous efforts to develop the school cooperative movement. The country's cooperative law includes special rules for school cooperatives. Certain states have enacted legislation supplementing the federal law. Bahian State law, for example, has made school cooperatives compulsory in all state schools. In Rio Grande, the Central Cooperative Service and the Education Department had a plan to set up school cooperatives in all educational institutions. All school cooperatives are exempted from local and national taxation.

The teachers explain to the children what school cooperation is, and how it can benefit them. The pupils then form a study committee to work out the constitution for their cooperative. When the cooperative is organised, the pupils themselves run it under the guidance of the teacher. Sometimes the children in the top cooperative classes are entrusted with the actual running of the cooperative. The

teacher helps them and also supervises the working of the cooperative. However, the success of the cooperative largely depends upon the teacher.

The objects of the school cooperatives are essentially educational. They are to improve the school and school conditions, to build up school libraries and museums, to teach children how to conduct business enterprises, to improve school family relations, etc. Besides, the cooperatives also aim at certain economic objectives which include running a store for sweets, toys, etc., purchasing school material and equipment, upkeep of gardens and orchards, bee, poultry, and pig-keeping and training the children in agricultural techniques and crafts. Many societies run savings banks also, deposits being withdrawable in case of needs.

Land for agricultural purposes is provided either by the commune, the state, the education and information service, or the school itself. The education and information service also provides the teacher with the necessary agricultural and technical information.

The cooperatives' resources come from members' affiliation fees, subscribed shares, profits from the sale of produce and articles made in school workshops and gifts. The surplus is contributed to a special fund which is used collectively for social, cultural and recreational activities. Sometimes agricultural produce is distributed to members' families, thus strengthening the ties between family, school and cooperative.

C E Y L O N

Students' cooperative societies are fairly numerous and exist all over the island. In 1955, there were 1,266 such societies, with a membership and share-capital of 1,16,618 and Rs.1.27 lakhs respectively. The societies had a working capital of Rs.3.29 lakhs, of which deposits accounted for about Rs.1 lakh. The societies sold goods worth Rs.661 thousand earning a profit of about Rs.57 thousand.

The cooperatives generally deal in books and stationery. Some school cooperative shops have been able to secure a substantial reduction in the price of goods they sell; in some cases exercise books have been supplied at 10 cents each while they cost 25 cents per copy elsewhere. Other activities of the societies include running of school canteens, providing meals at low prices, and production of handicrafts.

The societies are run by the students themselves who elect their own president, secretary and managing committee. The teacher provides guidance.

Delft Government Junior School has a small production society which deserves mention. Children engage themselves in the cottage industry of onion koodu making out of palmyrah leaves and stems. The proceeds are used for helping needy individual members to buy books, stationery and clothing - even clothing for their parents. Another important cooperative is in the Vepangoda Central College which was started in 1949 to supply books and stationery. Two years later it opened a tuck shop and saved enough money to put up its own building on the school premises, which the children themselves constructed. The society plans to operate a van service for bringing students to the school from the railway station and adjoining villages.

G H A N A

In Ghana, the Cooperative Department is sponsoring the formation of school thrift societies. School Cooperative Officers, appointed on a regional basis,

contact the teachers in the schools to ascertain the possibilities of forming children's Societies, explain to the children the aims and functions of such a society, and generally help the cooperative with advice. Application for registration of a school cooperative must be approved by the Director of Education before submission to the Registrar. School children above the age of 8 are eligible for membership. They elect their managing committee and the president. All the work is done under the supervision and guidance of teacher-supervisors who are trained on a regional and national basis.

The student members of the thrift societies are encouraged to save a part of their weekly pocket money. These savings are deposited in the Post Office Savings Banks. The committee members elected by the members are responsible for collecting the money and depositing them in the Post Office.

Savings take two forms - ordinary savings which are non-withdrawable until the child leaves school at the age of 15 when the teacher advises how the money should be spent, and special savings which may be withdrawn at any time for the purchase of books, stationery, toys, etc.

The educational value of the school cooperatives is great in Ghana as 38 per cent of the population is under the age of 15 years. Educational classes are held by the cooperative where the members are taught the principles and history of cooperation as well as the more practical aspects such as book-keeping and procedures at meetings.

I N D I A

The first students' cooperative store was organised in 1917 at Khalsa College, Amritsar, in the State of Punjab. In 1919 and 1920, stores were started in the Rajahmundry Government Arts College in Andhra and the St. Xavier's College in Bombay. By 1930, students' stores came to be organised in nine more States.

By 1954-55, the total number of stores in the country increased to 1,039 spread over as many as twenty States. But in nine of these States, viz. Ajmer, Assam, Delhi, Hyderabad, Kutch, Madhya Bharat, Rajasthan, Saurashtra and Vindhya Pradesh, the number of stores was very small being less than 10 in each of them. No information was received from Orissa, while seven states, viz. Andaman and Nicobar Islands, Bhopal, Jammu and Kashmir, Manipur, Pepsu, Tripura and West Bengal reported that they had no students' cooperatives. The students' stores in India had a total membership of 1,43,365 and working capital of Rs.15.37 lakhs.

Generally the objects of these stores are :

- i. to impart practical training in cooperation to the students and disseminate the knowledge of cooperative principles and practices amongst them,
- ii. to provide to the students books, stationery and other articles required by them at cheap rates, and,
- iii. to inculcate in them thrift, self-help and cooperation.

Most of the stores deal in books and stationery. In a few states, however, some stores supply other articles required by the students, such as sports goods workshop tools, etc.

Organisational Structure

Membership of the students' stores is open to students, teachers, and members of the administrative staff of the educational institutions. The bye-laws generally provide that only those students who are above the age of 18 and are competent to contract can become full-fledged members. However, younger students below 18 years of age can join the stores as associate members on payment of entrance or some nominal fee. The associate members can buy their requirements from the stores and also get rebates. But they have no right to vote. They have also no liability in the event of the society being wound up.

The general body is the supreme authority for a students' cooperative store. It is composed of all the full-fledged members - teachers, students and administrative staff - who have joined the society. However, in a couple of states, viz. Himachal Pradesh and Rajasthan, the decisions of the general body are subject to the veto of the ex-officio chairman who is the head of the educational institution or the senior teacher appointed by him.

Excepting the ex-officio president or chairman of the society, the rest of the members of the managing committee are generally elected. The Secretary of the store is elected from amongst the student members, while the post of the treasurer is generally held by the ex-officio president. There are at present more than 1039 student cooperative stores with a membership of 143,365 in different states in India. The total annual sales of the stores are over Rs.4,372,567.

OTHER COUNTRIES

In Sarawak, there were five unregistered school cooperatives in 1954. Four of them were thrift societies with 381 members and total deposits of \$2,268. Deposits are non-withdrawable and are kept in a Post Office Savings Bank. The fifth was a school poultry society which had a surplus of \$47. The Cooperative Department supervises and assists the societies.

School cooperative savings banks are organised in Mauritius under the supervision of the Cooperative Department. There were 14 such banks in 1954. They had 2,725 members and Rs.18,554 as deposits. The banks are growing in popularity. In Cyprus there were 639 similar school savings banks. There is scarcely a village without its school savings bank. When the pupils leave the elementary school, their deposits are used for the purchase of implements for a trade, bicycles, sewing machines for books and fees for secondary school etc. Similar cooperative savings banks exist in Dominica and British Honduras.

Attempts are being made in Trinidad to develop similar banks called credit unionettes in primary schools. Two urban areas and two rural areas were selected in 1954 by the Department of Cooperative Development to develop credit unionettes.

School cooperatives have been developed in Puerto Rico as an aspect of educational policy. Activities pursued are similar to those of the cooperatives in Brazil and Mexico. Similar school cooperatives are fairly numerous in Argentina. In Colombia and El Salvador also, efforts are being made by the authorities to develop school cooperatives. In Venezuela, school cooperatives are compulsory as in Mexico.

ooooo

A Statement giving latest figures of students' cooperatives in some States in India and in ^{the} other countries of South-east Asia is attached to this paper.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels.6
(Belgium)

YCS-5

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur

11th - 22nd January, 1964

Background Paper on

"Cooperative Education for Various Audiences"

by

M. V. Madane
Deputy Director, ICA Education Centre

In collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur. (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

ICA EDUCATION CENTRE
6 Canning Road
New Delhi.1. (India)

COOPERATIVE EDUCATION FOR VARIOUS AUDIENCES

by

M.V. Madane
Deputy Director
ICA Education Centre
.....

Education occupies a very high position in the Cooperative Movement all over the world. Cooperative Education is an inseparable part of the Cooperative Movement which aims at creating self-reliant and democratically managed organisations for the promotion of economic and social interests of the members.

With the rapid growth in the number of societies, the number of members is also increasing continuously. The agencies engaged in the task of educating the general body of members are finding it difficult to cope with the demand for educating the ever-increasing number of members. Also, the Cooperative Movement has also to create interest among the general population with a view to attract them to the Movement in due course. In order to direct the energies of the Cooperative Movement to the most promising groups within the above categories, it is necessary for the Movement to adopt a selective approach while framing policies and programmes of Cooperative Education.

The specific techniques and approaches for Cooperative Member Education would depend upon the audience at which particular education programmes are to be directed. The approach to these audiences will differ as different functions are expected to be performed by the various groups towards whom the efforts will be directed. However, it should be borne in mind that a rigid distinction in the approaches and techniques would hamper the growth of cooperative leadership which is so essential for the success of the Movement. The education meant for one group should also be open to members of the other group who are keen in participating in cooperative activity at that level. Growth of cooperative leadership is a continuous process and active members will have to be encouraged in their efforts of obtaining more knowledge about cooperative ideology and techniques.

The following are the two main groups at which our educational efforts will be directed :

- 1) Members
- 2) Potential Members

These groups could be further sub-divided in the following categories :

Members :

- a) the members,
- b) members of Boards of Management,
- c) office-bearers
- d) elite group of members

Potential Members :

- a) General Public
- b) Local Leaders, Teachers, Social Workers, etc.
- c) Women
- d) Youth
- e) Trade Unions, Farmers Organisations and other professional groups
- f) Employees of Government Departments such as Cooperative Department, Development Department, Agricultural Department etc.

Another category at which the educational efforts, apart from training, may have to be directed are the employees of Cooperative Societies.

The following is a brief description of the course content of cooperative education for various audiences listed above.

The Members :

The education to be given to members should be of a nature which would give them the general idea about the nature of their cooperative organisation, its functions, their rights as members and their responsibility towards the Society. In addition, in the early stages of the development of the societies, the education to be given to members should mainly relate to Cooperative Principles, and ideological and theoretical subjects. The main aim should be to acquaint the members with the work of the Society and emphasize the importance of their loyalty to the society for its successful operations.

Members of Boards of Management :

The education to be given to the members of the Boards of Management will be of a more specialised type than the members. These persons would be more interested in knowing the principles of cooperative management, business practices, financial structure of the societies, economics of the various activities undertaken by the society, and a general knowledge about accounts and stores practices. It should be presumed that these members have already acquired knowledge about cooperative principles and ideology before being elected as managing committee members. In addition, education in parliamentary procedures, and the techniques of member relations will have to be provided. The main/should be to impress upon the / aim committee members the need of developing healthy democratic practices within the framework of the cooperative organization.

The Office-Bearers :

The office-bearers are responsible for carrying out the decisions of the Boards of Management. They are also to run the cooperative organization and take decisions for the smooth functioning of the society from day-to-day. Thus, the office-bearers have to provide good leadership for the efficient functioning of the society. This requires knowledge about the business practices and also an insight into the problems which affect the trade which the society has undertaken to do. The office-bearers should have the knowledge about the legal aspects of various problems and they should also be conversant with the rules of the society and their implications in the running of the organisation. They will be given education keeping in mind that they have to run the cooperative organisations in conformity with the general policy of the society, its rules and the democratic framework within which it has to function.

The Elite Group of Members :

For the efficient functioning of the Cooperative Movement a succession of able leadership will have to be provided. Although, efforts are made to educate the general body of members, not all members would be interested in the day-to-day functioning of the Cooperative Societies. Only a small percentage of the members would show an inclination to actively participate in cooperative activity. Hence, in addition to the general education that will be provided to the members, it is necessary to devise special education programmes for the elite group of members who show an aptitude for learning more about the society than the average member.

For the development of able leadership it is necessary to create an opinion-forming group within the Cooperative Society. This group, in addition to providing good leadership, will also be able to guide the society in framing policies and programmes. This group can provide advice for persuading vigorous policies which are so essential for the healthy growth of the Cooperative Societies. Hence, it will be necessary to devise educational programmes which can keep constant touch with this opinion-forming group. The education to be provided should mainly be problem-oriented and should discuss these problems in a coordinated manner. The group will have to be approached through education methods which will enable the members to maintain an ongoing discussion of cooperative problems. Current problems of cooperative departments and the matters generally affecting the cooperative movement as a whole should be of interest to the members of the elite group of members.

Potential Members : General Public :

The general public will need cooperative education to the extent which will create a general interest among the public about the cooperative movement. The education meant for the public will relate mainly to the principles, ideology and the healthy practices of the cooperative movement. The main aim should be to attract the people to the cooperative fold. This education will have to be given through the journals and other publicity material produced by the movement.

Local Leaders, Teachers, Social Workers, etc. :

These groups may be able to provide able leadership to the Cooperative Movement and hence should be approached through contacts and other public relation methods of the Movement. After developing contacts with these groups their members should be gradually associated with the educational activities of the Cooperative Movement. The education to be given to them should relate to the cooperative programmes and the benefits derived by people out of cooperative organizations. The leadership already available in these groups should be gradually drawn towards the Movement by constant contacts and by providing them with cooperative literature relating to the policies and programmes of the Movement.

Women :

Women's organisations can play a very useful role for providing women members and women leaders to the cooperative movement. The education to be given to women should be about the movement in general with special reference to the possibility of their participation in particular types of cooperative activity. While educating women emphasis should be on the cooperative societies which can provide them with gainful employment and also make available to them consumer articles. The advantages of various cooperative services should be explained to them through joint educational programmes arranged by the cooperative organisations and the women's organisations.

Youth :

For the future leadership of the Cooperative Movement it is necessary to educate the Youth on the advantages and the potentialities of the Movement. Efforts to acquaint the youth with cooperative principles and practices should be made at the earlier stages of their education. Gradually the youth should be associated with cooperative activity through students stores and cooperative youth groups. The education should emphasise the benefits offered by cooperative societies. The youth should not be bothered with too much details about the intricate working of the Cooperatives.

Trade Unions, Farmers Organisations and other Professional Groups :

The approach to these groups should be the same as that adopted for the social workers and other leaders. However, these groups have greater number of potential members than the earlier groups. Common membership of the above organisations and the cooperative organisations will be found at a number of places. Hence, more intensive efforts to educate members of Trade Unions, Farmers Organisations and other organisations will have to be made by constantly keeping them informed about cooperative policies, developments and programmes. The members of the above groups have already learnt the benefits of association and it will be easy to convince them about the advantages of joining cooperative organizations. Joint educational programmes for teaching cooperative principles and practices with special reference to the activities beneficial to these groups should be undertaken.

Employees of Government :

For the smooth functioning of the cooperative movement it is necessary to create better understanding about the Movement in the minds of these employees. Also, these groups provide a good field for enlisting members for certain types of cooperative societies. Education given to these groups should emphasise the background against which the cooperatives were started and the benefits the common man derives from them. Publicity material meant for consumer education should be addressed to these groups to enable them to acquaint them with cooperative products and trade practices.

Cooperative Employees :

The cooperative employees will need to be educated about the true role of cooperative societies and the democratic pattern within which they function. The role of employees vis-a-vis the elected leaders and the responsibility for the efficient management of the societies should be emphasised. The employees should also have a better understanding about the rules and regulations affecting the cooperative society.

It should again be remembered that although the above distinction has been made for educating the various audiences, an effecting blending of educational activities is essential for the healthy growth of cooperative leadership in any developing country of the South East Asian Region.

oooOooo

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels. 6 (Belgium)

YCS-4

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur

11th - 22nd Jan. 1964

Background Paper on

"Cooperative Book Publishing and Other Literature"

by

Prof. M.R. Palande
Maharashtra State Cooperative Union, Bombay.

....

In collaboration with

The Cooperative Union of Malaya Ltd.
8 Holland Road
Kuala Lumpur. (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

ICA Education Centre,
6, Canning Road,
New Delhi.

Cooperative Book Publishing and other Literature.

by

(Prof. M.R.Palande)

The most effective method of ensuring the success of a reformist movement is extensive dissemination of knowledge about its fundamentals and operative techniques and of the valuable advantages flowing from their adoption. A powerful agency for such inculcation are books and other forms of published literature. This intellectual instrument endeavours to awaken the rational process and thereby helps in inducing and building up an acceptance which is not based on momentary considerations of expediency or on a passing impulsive bias but on deep mental conviction and faith. Its achievements are for that reason likely to be more abiding and not liable to frequent and shallow fluctuations.

The cooperative movement is now over a hundred years old, having made its first but extremely unostentatious appearance in some of the European countries before the middle of the last century. However, inspite of such insignificant beginnings, the movement has today spread to all the continents and grown to respectable dimensions and size. This expansion and popularity have obviously to be attributed to the intrinsic merit and attraction of the cooperative gospel. The energetic advocacy of the doctrine of cooperation is inspired by the firm belief that it constitutes a very healthy force for instilling into Society indispensable virtues such as sense of duty, self-reliance an ever alert spirit of dynamism on the one hand, and for securing considerable material benefit and gain on the other. The concept of a cooperative commonwealth represents a sort of fusion of the idealistic and the pragmatic in human organization. The expression epitomizes and symbolizes an ideal which has invoked the allegiance of politicians, intellectuals and Governments. It is the hope and belief of cooperators that many of the difficult problems with which man is confronted will hardly have any *raison d'être* or relevance in a cooperative social order in which special effort is made to prevent exploitation, maldistribution and economic imbalances and tensions.

Literature on the subject of cooperation must take cognisance of the vast development which the movement has recorded in different fields in recent years. It must present in proper perspective the genesis of its rise and the prominent stages and landmarks in its growth, so that a broadly coherent idea of the whole picture would impress itself on the reader's mind. The growth has not been entirely uninterrupted or uneventful. There has been shady patches of eclipse which projected themselves on the path of progress for short durations. Variations in national circumstances have sometimes produced variations in the tempo, volume and diversity of progress in different regions. All these factors have to be reflected in the accounts and expositions of the movement which appear in cooperative publications.

ceasing precaution, the balance of emphasis and advantage lies on the positive contribution of the State to social and economic progress.

It is only appropriate that information about the cooperative ideal should have a comprehensive coverage and range, not only at the national but also at the international level. After all, cooperation is a philosophy and a way of life and behaviour. It has no limitations of geography or nationality and has essentially a human appeal, irrespective of extraneous considerations such as those of race, language or religion. The story of the movement in one country has certainly a lesson for another. It seems to be a law in the evolution of human affairs that social evils should tend to generate their own antidotes. Extreme religious bigotry produced the Reformation in Europe. Both had their counterparts in other countries also. Capitalism produced socialism and communism as well as, though much less spectacular and militant, cooperation. There is a certain universality about these social and economic processes which has to be amply demonstrated in the literature that describes, analyses and evaluates them.

Though every country will have its own peculiar needs and requirements to be satisfied in the context of its circumstances, there could be a broad pattern of the trends in cooperative activity and thought in harmony with the requirements and peculiarities of modern times. Care has to be taken to see that the cooperative ideal is not allowed to degenerate into a stagnant dogma and that its technique is not allowed to become rigid and static. Both have in fact to be oriented to the demands of the social and economic changes that are taking place with extraordinary rapidity in the wake of the incredible advance being made by science in every direction. The concept of liberal democracy, of a welfare State, of a socialistic society, of comprehensive national planning for achieving multi-sided progress in accordance with pre-determined targets and time-tables, have radically affected the very foundation and fabric of old world laissez faire philosophy. Cooperation has certainly its own moral value per se. But as a movement it has to operate within the framework of an ideology generally accepted by a nation. Its principles and practices have, therefore, to be endowed with a certain element of flexibility which will enable their harmonious and fruitful application in changing environments.

Books on cooperation will have to satisfy two different kinds of national requirement. One will be concerned with the ordinary citizen and the general reader; the other with the comparatively small number of men and women who decide to take to cooperation as a profession of their lives and to accept paid service in cooperative institutions such as banks, stores, and societies. There may also be some who are eager to help in the running of such institutions without being their paid employees. They would offer their services in an honorary capacity more or less as a labour of love but would, all the same, require in order to be able to render such service fairly clear knowledge of the working of cooperative mechanism.

Books intended for the first category will have to be of a general nature. They should contain an explanation of the historical background which led to the emergence of cooperation as a movement;

It is only appropriate that information about the cooperative ideal should have a comprehensive coverage and range, not only at the national but also at the international level. After all, cooperation is a philosophy and a way of life and behaviour. It has no limitations of geography or nationality and has essentially a human appeal, irrespective of extraneous considerations such as those of race, language or religion. The story of the movement in one country has certainly a lesson for another. It seems to be a law in the evolution of human affairs that social evils should tend to generate their own antidotes. Extreme religious bigotry produced the Reformation in Europe. Both had their counterparts in other countries also. Capitalism produced socialism and communism as well as, though much less spectacular and militant, cooperation. There is a certain universality about these social and economic processes which has to be amply demonstrated in the literature that describes, analyses and evaluates them.

Though every country will have its own peculiar needs and requirements to be satisfied in the context of its circumstances, there could be a broad pattern of the trends in cooperative activity and thought in harmony with the requirements and peculiarities of modern times. Care has to be taken to see that the cooperative ideal is not allowed to degenerate into a stagnant dogma and that its technique is not allowed to become rigid and static. Both have in fact to be oriented to the demands of the social and economic changes that are taking place with extraordinary rapidity in the wake of the incredible advance being made by science in every direction. The concept of liberal democracy, of a welfare State, of a socialistic society, of comprehensive national planning for achieving multi-sided progress in accordance with pre-determined targets and time-tables, have radically affected the very foundation and fabric of old world laissez faire philosophy. Cooperation has certainly its own moral value per se. But as a movement it has to operate within the framework of an ideology generally accepted by a nation. Its principles and practices have, therefore, to be endowed with a certain element of flexibility which will enable their harmonious and fruitful application in changing environments.

Books on cooperation will have to satisfy two different kinds of national requirement. One will be concerned with the ordinary citizen and the general reader; the other with the comparatively small number of men and women who decide to take to cooperation as a profession of their lives and to accept paid service in cooperative institutions such as banks, stores, and societies. There may also be some who are eager to help in the running of such institutions without being their paid employees. They would offer their services in an honorary capacity more or less as a labour of love but would, all the same, require in order to be able to render such service fairly clear knowledge of the working of cooperative mechanism.

Books intended for the first category will have to be of a general nature. They should contain an explanation of the historical background which led to the emergence of cooperation as a movement,

and of the basic principles on which the whole structure is erected. Citing from actual experience examples of particular societies, whether of one's own country or of other countries, would be an excellent aid in carrying conviction. Simple statistics containing figures depicting the state of things prior to the establishment of cooperative institutions and the state of things subsequent to such establishment would help in bringing out the difference and the comparative advantage. Photographs, pictures, specially prepared diagrams and charts will further add lucidity to the exposition. The whole aim should be to make the reader not only cooperative conscious but a cooperation enthusiast.

There will have to be considerable variety in the size, subject matter and qualitative standard of such publications. Small booklets in the nature of primers, each dealing with a particular type of society like consumers' store, credit society, housing society, farming society, central bank and so on may be very useful in giving a broad but correct idea of their formation, functions, working and benefits. They should be written in the language of the people in simple style and attractively got up with at least a few illustrations, so that they would automatically attract the attention of even a casual onlooker and hold the interest of the reader till the end. If necessary these booklets should be sold at a subsidized price which would be within the humble means of the ordinary man. Initiation and insight into the subject through such a medium may be found to be fairly effortless and yet adequate. They would create a responsive atmosphere for the cooperative pioneer who comes forward with concrete proposals for starting one kind of society or another. Support for his efforts would be more readily forthcoming because of the educative effect on the people of the books they have read.

A bigger book containing within a single compass accounts of all major types of cooperative societies will have also great utility. The treatment of the subject even in this book should not be very elaborate or learned. It will be similar to the treatment employed in writing the smaller individual booklets. But the advantage will be that the reader will have in one place information about bodies which may touch his day-to-day life at various points, because they have already come into existence and have been successfully functioning. Such a book also ought to be written in the people's language in simple style and brought out with an elegant appearance and with some illustrations, statistics, charts, diagrams, etc. If necessary it should also be sold at a subsidized price.

Apart from these two kinds of publication which are intended more or less for popular consumption, it is eminently desirable that a theoretical disquisition on cooperative ideology should be available to the public, particularly to that sector which has to its credit higher intellectual attainments and which naturally forms the backbone of any society. Even such a book need not at all be abstruse or over-burdened with technical jargon. It should be easily intelligible and not particularly difficult to grasp. But it has to contain

more information, more details; its approach has to be more analytical and its evaluation more comparative and philosophical. Fairly copious historical material gathered from different countries may be presented in its argumentation and descriptions. It will bear the stamp of studious research and observation. Such an all inclusive volume or series of volumes will be a solid acquisition to those who desire to make a deep study of the movement and at the same time it will serve as a pillar of strength and continuity to the movement itself. I have had recently occasion to go over the manuscript of a book which deals with the concept of jurisprudence in a cooperative commonwealth, a fairly abstract subject. Similar other subjects could also be discussed on a theoretical plane. Every social movement has in fact its own basic philosophy. Socialism swears by Marxism; capitalism by laissez faire. Cooperation has also its philosophical exponents, and people must have an opportunity of learning how they built up the doctrine and what are its essential contents and ingredients.

I have seen volumes which give the history of cooperative movements in particular countries. They make very interesting reading. A country would naturally be inclined to prepare for the use of its students and citizens a connected story of the rise and growth of cooperative activity within its territory. In a big country like India such accounts could be prepared and published by every State about its own area. There could also be a volume which would give the picture for India as a whole. There are already in existence a few good books in English covering the latter. Such publications however, require to be brought out in the regional languages as well as in Hindi and English, so that information contained in them could reach the general public inhabiting the States as well/people living in other States and other countries. A regular programme will have to be drawn up for the purpose. There could be published in Indian languages accounts of the cooperative movement in those countries where it has thrived and taken remarkable strides. Such publications are likely to have a constructive value to those who are intimately connected with the cooperative effort that we are making in our land.

The second category of books referred to above are intended for what may broadly be described as a kind of cooperative service. It may be a part of the Government as any other department or it may work under non-official organizations like banks, societies, etc. Persons recruited for this purpose will be charged with the responsibility of actually conducting the day-to-day affairs of the institutions in which they are called upon to work. Some of them will have to fill a comparatively small role - clerks, typists, accountants - though it will be a full time job. Performance of such duties, though they are quite vital, may not require much of a particularly specialized knowledge and the educational qualifications prescribed for such persons may not be very high. For the higher managerial jobs the standard of information required will have to be higher. Only persons who have successfully passed through a fairly elaborate course of training will be found suitable for initial recruitment to them. In short, in cooperative service as in other administrative services,

the qualifications for admission will have to be related to the difficulty and responsibility of the post. This involves gradation of ability which in its turn involves consequential graded courses of study offered by educational institutions which specialize in imparting cooperative training.

Suitable text books have to be prepared for covering every one of such courses and every subject included in them. The Cooperative Training College in Poona may for instance be considered to be an apex body in the sphere of cooperative education. It provides training for senior officers of cooperative departments in the different States of India and of State level cooperative societies and awards at the end of that training what is known as Higher Diploma in Cooperation. Included in the curriculum are subjects like theory, history, and practice of cooperation, law, banking, book keeping, accountancy, audit, agricultural economics, detailed working of cooperative societies and the cooperative departments, marketing, industrial cooperation etc. It is of the utmost importance that suitable text-books in the regional languages as well as in Hindi and English should be brought out to cover these courses. There may indeed be already in existence standard and reputed works dealing with every one of these subjects. But they may be found to be beyond the requirement, and probably also the level, of the ordinary cooperative student. It has been a standing complaint both of the teacher and the taught that in the absence of proper text books which can be understood without much difficulty and which throw sufficient light on the subject, studies receive a set-back and the maximum benefit to be reaped from them is not obtained.

Below the highest grade of training there will be lower grades, one or two or three in number as may be required by circumstances. They will be intended to supply officers whose duty will be less responsible and more mechanical. But even for them suitable text-books are essential. The Poona College provides a course for Intermediate Level Officers of the Cooperative Department as also of Cooperative societies. Besides, there are regional cooperative schools which award what is known as Diploma in Cooperation and which are intended to give training for the lower staff of the cooperative department and cooperative societies. They teach subjects like Rural Economics, Cooperation, Elements of Agriculture, Accounts, Law, Management and Secretarial Practice, Consumers' Cooperation, etc. Training of a still more elementary type and of a much shorter duration generally not exceeding a week and often even less is provided for secretaries of small village societies. The important point is that suitable text books have to be prepared and published to cover all these types of graded courses including the lowest.

A slightly different kind of literature which can be of immense help in popularizing cooperation is short stories and scripts for the screen. Cinema films are being increasingly utilized for graphically bringing out the advantages of cooperative life, and eloquently explanatory commentaries and dialogues would naturally enhance the effectiveness of their appeal. It would also be highly illuminating to see vividly depicted on the screen the day-to-day operations of successful societies with outstanding achievements to their credit,

such as the cooperative dairy projects of Anand in Gujarat or the cooperative sugar factories in Maharashtra. Some market societies, ginning factories or other types of processing societies can also be good subjects for cinematographic presentation. It is important that the film should produce as much impression on the ear as on the eye so that its cumulative effect on the mind remains deep and long. The writing of screen scripts and screen plays requires considerable skill and ingenuity as well as imagination and their contribution to the spread of cooperative ideology would be very valuable.

The same is true of short stories. Nothing is more enthralling to young boys and girls than reading stories or listening to them and the cooperative message if conveyed through this charming medium is bound to reach forcefully on their sensitivity. Lessons on cooperation in the form of stories can be included in school text-books at an early stage. They could also be published separately with suitable illustrations, as small booklets for use as extra-curricular reading. Gifted writers can devote themselves to the production of such literature which in appearance is light but in content quite educative and significant.

Literary output of all this volume and variety requires a good deal of thoughtful preparation and planning. It would also involve considerable expenditure. In a democratic welfare state, activities aimed towards the public weal have to be undertaken by people at the non-official level, if necessary with the assistance of Government as well as directly by Government when the stupendousness of the task or its immediate urgency or both justify such a step. State cooperative unions would appear, in many ways, to be the most appropriate agency not only for running educational institutions of various grades for imparting training to cooperative workers but also for formulating and implementing a systematic programme for specially preparing and publishing books and booklets on different aspects of the cooperative movement, both theoretical and practical, intended for the advanced student, for the specialist and the executive, for young boys and girls and for the ordinary citizen. A Union being predominantly an non-official body may not suffer from the handicap of routine red tape with all its dilatoriness and discouragingly mechanical approach. It can also cast its net wider in making selection of suitable writers. There will be less fear of the emergence of a regimented product when persons not directly subordinate to authority are entrusted with its production. Sufficient financial assistance must of course be extended by Government for the purpose, including cost of subsidizing if and when necessary. It may be pointed out that the old Bombay State Cooperative Union had published a number of books and its successor the Maharashtra State Cooperative Union is continuing the tradition.

A reference may be made here to another aspect of this question which is more practical than academic. Efforts have been made in my part of the country to start cooperative publishing companies and cooperat

presses. The idea behind the ventures is two-fold. One is to eliminate the middleman's unfair encroachment on the reward for the labour of the author in writing a book. The other is to give special encouragement for the publishing of literature on cooperative subjects. It is the general complaint of authors that the publisher takes away the major portion of the profit earned from sales, to the great disadvantage of the author. A publishing house established by authors themselves on a cooperative basis may be expected to preserve for them all that remains after meeting the expenditure on printing and publication. Unfortunately, the experiments that I know of did not succeed. I am not aware of any having succeeded on any appreciable scale in any part of India. The reason for the failure in these instances was lack of business aptitude and acumen among authors and a general disinclination on their part to master the practical technique which alone can make success of any business. The dream that cooperative literature can be printed in cooperative presses and published by cooperative publishing houses seems to be far from realization in the near future. It, however, does deserve to be realized as soon as possible.

Thinkers and writers on cooperation cannot live isolated from contemporary social and economic forces and ought not to lose sense of proportion in the advocacy of their ideal. It is true, for example, that there is a fundamental difference between the cooperative thought and process as it developed till the advent of the welfare State and the philosophy of socialism. The latter believes as an article of faith in class conflict and in the adoption of remedial measures consistent with that concept. Cooperation, on the other hand, believes in self-reliant concerted action free from any spirit of hostility and battle. It conceives itself as an organized and constructive self-assertion rather than as a campaign of demolition. There is hardly anything very aggressive about its approach or its content. Nevertheless, even granting this fundamental difference it would be futile to deny or ignore the winds of change that have been sweeping over human society in the last few decades. The very perspective in respect of the state has materially changed. In a modern democracy it is taken to represent collective popular strength which ought to be fully utilized with understanding and vigour for a rapid advancement of the country as a whole. State inaction or neutralism is therefore yielding place to active state initiative and state participation. Even compulsion under conditions of democracy may not be that obnoxious evil that it is under an autocracy or a bureaucracy. The old world doctrinaire cooperative purist who swears by voluntarism and the minimum of state interference, state encouragement or state control must psychologically adjust himself to the new social climate. Cooperative literature will naturally have to record and reflect the momentous transition.

It would, of course, be suicidal to forget that even in a democracy where Government and the people are supposed to be equated they do remain distinct entities. The people have in fact to remain constantly watchful and alert that their freedom and fundamental rights are not directly or indirectly ~~attenuated~~ or squeezed out by their own representatives. But having taken this continuous and never

ceasing precaution, the balance of emphasis and advantage lies on the positive contribution of the State to social welfare. Cooperation cannot exclude itself or attempt to keep itself scrupulously detached from this general trend of thought and main current of opinion of modern times. Its ardent exponents must, indeed, be very vigilant about noticing and publicising the corrupting influences which may be exercised by patronage and power in the cooperative field as a result of direct state assistance financial and otherwise, and which will inevitably contribute in their own way to the debasement and destruction of the larger democracy itself. However, the possibility of evil does not negative the justification of the good. Risks are worth taking and have to be taken for a cause which has undoubted potentialities of the social good. Like any other social science, the theory and practice of cooperation must be a dynamic force and it must be so interpreted and expounded in cooperative treatises.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels. 6 (Belgium)

YCS-3

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur
11th - 22nd Jan. 1964

Background Paper

on

CONSUMERS TOGETHER

(Study Material for Study Circle Course on Consumers
Cooperation)

by

Bertil Mathsson
KF, Stockholm.

...

In collaboration with

The Cooperative Union of Malaya Ltd.
8 Holland Road
Kuala Lumpur. (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

ICA EDUCATION CENTRE
6 Canning Road
New Delhi.1.

INTRODUCTION

This course is a brief presentation of some of the important features of consumer cooperatives. It is intended for discussion groups and study circles of members - or potential members - of cooperative societies. It deals with problems which are familiar to all consumers and which they might find interesting to discuss together.

To be a consumer in India is not a simple task. All of us have at one time or another encountered the problem of not being able to find foodstuffs and other commodities of the standard we would like. Food stuffs mixed with foreign, and sometimes dangerous matter, and goods of doubtful and inferior quality are every day phenomena with which Indian shoopers are only too familiar. For many of them the problem of making ends meet is a painful reality. Indebted to private traders to the point where they can no longer hope effectively to have any effective influence upon prices and qualities of goods, their situation can only be described as one of economic bondage.

The idea behind this introductory course is that groups of consumers might come together to discuss questions of this kind and to discover for themselves whether consumer cooperation might be a way out of their present difficulties. We would suggest that the groups meet once a week for a couple of hours, or at least once every fortnight. In the discussions the groups should follow the material in this course which will provide the basic facts explaining how consumer cooperation can become a useful means by which, through joint effort, consumers might raise their standard of living.

We would suggest that before the meetings, each member of the group should study the text individually in order to hold the discussions factual, well-informed and lively. The text includes a number of questions which will serve to concentrate the discussions around essential aspects of the subject.

At the end of each of the three chapters a series of main questions have been listed. The questions have been made out in such a form that there is no need for the groups to formulate their own replies. They can simply select from amongst the different alternatives suggested the answer they find to be correct. On a special reply sheet they then only mark that answer with a plus (+) sign. Similarly they should select the answer they consider least acceptable and mark that with a minus (-) sign on the reply sheet. In addition to this the groups might like to offer their own comments on the different questions and ample space is provided for this purpose. When the groups have completed one chapter we hope that they will send the reply sheet to the ICA Education Centre where a competent teacher will study the replies and comment upon them. To send the replies will be very simple. The address of the ICA Education Centre is already printed on the booklet which contains the reply sheets and special window envelopes are provided. The replies will be sent to the groups along with the teacher's comments well in time before the groups have completed their discussions on the following chapter of the text. We would suggest however that replies should be sent in after discussions on each chapter have been complete so as to make sure that the groups will benefit from the teacher's comments as their discussions progress.

We should like to add, that joining in a group of this kind - a study circle - is to engage in an activity which we are sure the group members will find both interesting and useful. It is a method of learning new things through a process of self-activity, but with the advantage of being in contact with a competent teacher whose knowledge and experience is made available by correspondence throughout the period of the group's work. The groups should feel free to discuss with him any problems or aspects of the material which they find unclear or difficult to understand. It is his job to try to help solve such problems and he will be only too glad to do so.

We wish all the study circles luck with their work and look forward to keeping in contact with them.

New Delhi
6.7.1963

Bertil Mathsson
Director
ICA Education Centre

International Cooperative Alliance
6 Canning Road
New Delhi.1. India.

THE PROFIT ENTERPRISE AND THE CONSUMERS

In this country as in most others, the means of production and the commercial enterprises are mostly owned by private people. Most shops for instance are owned by single individuals and are operated by them with the help of family members. The same situation obtains in agriculture, handicrafts and industry.

Q.1. : What is it like in your own country? Are most enterprises - for instance shops - owned by private individuals?

We also know why enterprising people have started their business undertakings. They wish to earn money, preferably as much as possible. Their enterprises are profit-making, and the main object is to see to it that the business yields as large profits as possible.

Profit, of course, arises from the difference between the costs of operation of an enterprise and the income which it brings. A trader must buy his goods from the wholesale market. He must also spend money to operate the store. He must pay for his stocks, the goods that he keeps in stock cost him money, and he might have to pay rent and wages. At night the shop must have lighting, in the summer the trader perhaps uses a fan, and so on. The income which the business yields must cover all these things, and in addition, there must be a net profit which the trader can count as his personal income.

Naturally the net profit will vary in size. If things go wrong, the business might even result in a loss of money. It is clear that an enterprise which loses money will fairly soon have to go out of business.

In order for the income to be large enough the selling price must be sufficiently higher than the trader's purchase price. It follows that the trader does not feel inclined to sell his goods as cheaply as possible.

Q.2 : Is it inevitable that the trader wants to sell his goods at the highest possible price? (The group might discuss this for a while before going further. The subject will be dealt with again).

Here we must make one thing clear. The profit-making enterprises certainly perform a useful function in society. As employees many of us get our income from privately-owned enterprises, and as consumers we procure goods and service from them. Clearly, if no one wanted their goods, the traders would have to give up. In a sense, therefore, there exists a common interest between traders and consumers, but - and this is an important qualification - the two parties are not equal. They do not have an equally strong influence on the prices of goods, and they have very definitely different points of view as to what the price of an article ought to be. In principle, the traders are interested in selling their goods at the highest possible price, whereas the consumers would obviously like to buy these goods as inexpensively as possible. We are now back to Question 2. What was your conclusion?

In order to realise the largest possible profit, a private trader can reason in two different ways. He might say : "I will not try to charge the highest possible prices. Instead I will sell my goods cheaply. It is true that I will then not earn as much from each individual article which I sell.

But when the consumers discover that my prices are lower than those kept by other traders, more and more customers will come to me. My turnover will increase and thus my profits will go up. The others will lose customers. If I am lucky they might have to close up and I alone will get the whole of the trade". However it would be a mistake to believe that in such a situation all the other traders would sit idly by. They would obviously understand that if they are to keep their customers they must also reduce prices in order to compete. Thus profits would go down for all the traders and the consumers would be able to buy their goods at lower rates.

This reasoning leads to what is known in economics as "perfect competition". Perfect competition however is a theoretical notion. It implies, firstly, that there are a large number of traders and a large number of buyers. The reasoning is that no single trader or buyer controls a substantial extent of trade so as to have any influence on the price level. Secondly, there exists complete knowledge among all traders regarding the prices charged by each of them, and the same of buyers. Thirdly, the commodity supplied by traders is uniform.

Q. 3: It is clear that perfect competition is advantageous to the consumer. But what about the traders?

In order to protect their profits the traders have to find a way out. If it is not possible to charge high prices in order to realize attractive profits it is necessary to look to the costs of operation. The trader must try to rationalise his operations and introduce improved techniques; in short try to force his costs down. This is how perfect competition stimulates economic development and leads to raising the standard of living.

Q. 4: How would you define the argument that more rational methods of production and distribution lead to rising a standard of living?

Perfect competition is not always particularly liked by the traders. This is not very difficult to understand. The pressure to bring down costs which results from perfect competition is also an economic pressure on the traders themselves. Some of them will see their profits go down, and some will even lose money. Many of them will begin to feel insecure because those who are clever will make good at the expense of those who are less clever. If the competitors are evenly strong, price competition will lead to successively lower prices, but not to a definite victory for one or the other of the competitors. For the traders this might become quite an unpleasant situation.

ware It should of course be pointed out here that competition is not always, or even as a rule, as effective as suggested above. In the first place consumers are not always/ enough to discover where goods are available at the lowest prices. Even if they do know, it is not certain that they will go to that place to buy the goods. For a variety of reasons they might still prefer to stay with their customary traders, even though objectively, they lose money by doing so. They might for instance, be involved in debts to the trader which makes it difficult for them to be able to change from one shop to another. They might have known a particular trader or his family for a long time, or simply, the force of habit alone may keep them to the shop where they have always gone to purchase their goods. Finally, consumers often lack the necessary knowledge to be able intelligently to compare prices in relation to the quality of the goods offered, quite often as the quality of goods supplied to different traders vary. Moreover, private traders do not have ready information about goods, nor they may be interested in giving required information to consumers.

But even with these limitations, competition is often enough of a bother for the traders to make them want to keep it in check.

Q.5 : Do consumers always shop where the goods are cheapest? If not then why not?

We come to the other possible way of reasoning when a trader wants to realise the largest possible profits on his operations. It is this : "I will see to it that I receive the largest possible profit on the articles I sell, even if this means high prices and therefore a reduction in my turnover. But in order to succeed I and the other traders must stop competing with each other". This means collaboration between the traders instead of competition - collaboration which leads to what in economics is known as monopoly and monopolism. The most common form of monopolism or to use a more adequate express private monopolism is the cartel. Through maintaining their independence in most respects different enterprises in a particular branch become members of an association, and as members agree to observe certain rules which restrict competition between them. Cartels might for instance be formed in order to ensure that all its members will maintain the same prices. Such an association would be a price cartel. Its members would agree on sufficiently high prices to guarantee the largest possible monopolistic profits. The members would of course have to contend with the fact that people might not buy as much as they would if the prices were lower. Production might therefore have to be cut down, and distributed as equitably as possible amongst all the members of the cartel. The cartel agreement might also include assigning, with exclusive rights, a particular portion of the market to each member. This of course does away with competition. An association of this type is commonly known as a market cartel. Finally, cartels might be built up around agreements as to conditions of sales, for instance, rebates, customer service, and similar aspects

Q.6 : What is a cartel? What different kinds of cartels exist?

Cartels are common also in India. Market cartels as described above are particularly prevalent. While it is clear that collaboration of this kind is attractive to the traders, it has obvious disadvantages for the consumers and for the society as a whole.

We have already seen that prices become high. We have also pointed out that price cartels lead to scarcity of goods. After all, a price cartel must create artificial scarcity in order to avoid over-production. To this should be added that the costs of production may also rise without leading to a reduction of the monopolistic profits, since these rising costs can be unloaded on the consumers in the form of higher prices. Cartel collaboration therefore is often a hindrance to economic development. It retards the emergence of more efficient enterprises and is thus a threat to the attainment of high standards of living.

Although cartel agreements are most common within industry, they are also to be found within wholesale and retail trade. It is for instance very common for manufacturers in India to issue binding price lists which must be followed by retail traders. If the retailers do not adhere to the prescribed prices they may lose their chances of buying goods. In many branches the manufacturers appoint "authorised dealers" to whom they give exclusive rights of carrying their projects. It is obvious that the prices upon which the manufacturers insist are not calculated with a view to accord the greatest possible benefits to the consumers.

Naturally, when manufacturers appoint special dealers who gain exclusive rights to sell the products, it becomes very difficult for new persons to establish themselves in distributive business. They may simply not be able to find anybody willing to deliver goods to them. The only chance to gain then is admission to the exclusive club of authorised dealers but, of course, those who already belong are often most unwilling to see their number increase.

Much could be added about cartel collaboration in India and elsewhere but within the limited scope of this course we shall have to move on to other topics. If the group is interested, there are many interesting books written on the subject of cartels. We shall be only too glad to guide you and help you find this literature. One might add before moving on, that several countries have now adopted legislation which forbids certain types of planned restrictions on competition. Such legislation is introduced in order to prevent cartel agreements designed to increase monopolistic profits. It is in other words legislation designed to protect their consumers.

Main Question

- Q.1. A private trade has started his shop in order to :
- distribute goods,
 - create profits for himself,
 - give service to customers,
 - perform useful function in society.
- Q.2. Private entrepreneurs perform useful service in society by:
- providing means of livelihood to each group of people,
 - distributing goods to the customers,
 - creating opportunities for employment,
 - counteracting reduction in prices.
- Q.3. Competition between different shops leads to :
- lower quality of goods,
 - some entrepreneurs have to go out of business,
 - lower prices,
 - better customer service.
- Q.4. Entrepreneurs join in cartels in order to :
- create most secure conditions for themselves,
 - increase their profits,
 - tax the consumers,
 - avoid losses on investing capital.

CHAPTER - II

Why should we start consumer cooperative societies?

In the first chapter we discussed the profit-making enterprise, its aims and the methods by which private entrepreneurs ensure highest possible income. It is true that, in order to achieve their aims, the profit-making enterprises must to a certain extent pay attention to the consumers and their wishes. It is necessary to manufacture things which the consumers are willing to buy, or can be induced to buy through effective advertising. The

prices charged must also not be so high as to make it impossible for the consumers to buy. All this is true but :

Q.1. Does this mean that there would not exist opposed interests between entrepreneurs and consumers?

As the consumers are not organised, they are not in a position to evince the demands effectively as against the demand created by producers for their goods. Let us now consider some other reasons for high prices on consumer goods than those discussed in the first chapter. If, for instance, the distribution of goods is characterized by very high costs, this will be reflected in high price level. Distributive trade in India is, by and large, done through a multitude of intermediaries. It is inevitable that the final cost to the consumer then often is quite high. Retail trade in India is carried on by the many small traders who do not have adequate resources to perform efficient service. The low prices which they often charge compared to bigger units like a department store is often made good through inferior quality, short weights, adulteration and such other practices. But another matter which is even more serious, is that the sales to consumers in India is very often, even as a rule, done on credit. This practice leads to losses and higher costs for the traders, who, of course, have then an additional reason for increasing their prices. It also undermines the household economy and keeps the consumers in perpetual economic bandage. Thus, though often looked upon as a 'service' for the consumers, the credit system is in fact one of the consumer's worst enemies.

Q.2 Why must credit sales contribute to higher costs for the entrepreneurs?

One serious effect of the credit system is that many customers are actually forced to continue to buy their goods from the traders to whom they owe money, even when they discover that they might be able to buy better and perhaps also cheaper goods from somebody else.

The income of an average Indian family is of course very limited. This fact alone sets the upper limit for the standard of living which the majority of Indian households cannot at all hope to attain. If in addition, the prices of the goods and services which together make up the standard of living are very high, the chances of achieving even this limited improvement in living conditions are severely reduced. Yet all of us want to achieve for ourselves and for all other people in this country as high a standard of living as possible. It is something which we are willing to work for, and, therefore, we must find ways to remove the obstacles which obstruct us.

Q.3. Which different conditions do you consider it essential to meet in order for people to have reasonable standard of living?

Basically, there are two factors which must be influenced if we wish to raise our standard of living. Our wages must rise and the prices we pay for goods and services must be kept in check, and wherever possible be reduced. The first factor is not our immediate concern here, as consumers we have to look for ways and means of dealing with the other factor, and this brings up an important question : Is it possible for consumers themselves to develop in an organised and systematic form, the means to solve their economic own problems?

For influencing the price level and performing better services, consumer cooperative societies can be organised. Such an organisation is a business organisation that is owned by consumers, the control of which rests equally with the members in proportion to the use they make of its services. It is based on principles of unity, economy, democracy, equity and liberty which will be discussed later. It aims to achieve permanent influence over the price level, and extend this influence to as many as possible of the daily necessities used by the households. The consumers must find and make available the capital which is needed to start their own enterprises, firstly, within the retail trade, and eventually also in the field of production. If such consumer cooperation is to succeed, it must gain the support and participation of a very large number of consumers. It is only then that the chances of success are created. To achieve this large-scale support will be the greatest and most difficult task of consumer cooperation in India.

Primary consumer cooperative societies can then federate into wholesale organisations to provide themselves with common services. Thus individual consumers could, through proper organisation, achieve necessary financial and technical strength to be able to compete effectively with the private enterprise.

The many obstacles which stand in the way of raising the standard of living in India are certainly good argument in favour of consumer cooperative movement in India. But on the other hand the history of consumer cooperation in India is not a happy one. It is instead likely to make many people sceptical and even suspicious of consumer cooperative initiatives. Because of inadequate organisation and misunderstanding as to the nature of consumer cooperation, earlier attempts have often failed. It is understandable, therefore, if it is taken for granted that new initiatives will be developed in the same fashion as earlier ones and run into the same difficulties. For the consumer cooperative leaders of India this is perhaps the most difficult problem. They have few facts with which to persuade those who are sceptical and suspicious that the way of cooperation will lead to the desired goal for consumer cooperation in India. For the most part, they must rely on their own enthusiasm and conviction of the inherent strength in the cooperative ideas in their efforts to influence a sufficiently large number of households to join together.

In many other countries, consumer cooperation is now a strong force. Large numbers of households in those countries who recognised that they were badly treated by the private traders became interested in trying to solve their problems by joining in cooperative societies, when the case for consumer cooperation was persuasively presented to them. In all fairness we should add that many private traders - naturally without intending to - contributed a great deal to the breakthrough of the consumer cooperative movement in several countries. Private retail trade was weak. Its cost level was high, and consequently, the traders were not in a position to offer very stiff competition when the consumer cooperative societies started to grow. The high prices charged by the traders made it easier for the consumer cooperative societies to sell at lower rates and still develop surplus to form the capital needed for continued growth. In addition, private traders gave the cooperators excellent propaganda arguments by quickly reducing their prices as soon as a consumer cooperative society started, in some cases even as soon as it was rumoured that a society was to be formed. People could readily understand the reasons behind such price reduction. The private traders were also unintentionally helpful when they tried to stop the growth of consumer cooperation by propaganda which was often so crude and vulgar that the cooperative propagandists could easily turn it to their own advantage.

Q. 4 : What do you think the chances for consumer cooperation are like in India? What are the difficulties you can think of?

The history of consumer cooperation is full of dramatic incidents. Private traders have tried to force manufacturers and wholesalers to refuse to sell goods to consumer cooperative societies. False and misleading propaganda has been extensively used in order to scare the consumers away from the cooperative societies. Here are some examples of anti-cooperative propaganda, taken from Sweden. "The Cooperative Movement is Trying to kill all private enterprise". "The Cooperative Movement is becoming a dangerous monopoly". "The Cooperative Movement is a collectivised compulsory organisation". "Members never get their patronage dividend".

The list of examples could be made very long. It is easy to understand that well-trained cooperative leaders have had little difficulty in showing up the falseness and hollowness of statements of this kind.

Q. 5 Suppose somebody were to try to make out a case that the cooperative movement might become a monopoly in India, what would you think of such a situation:

It is now time for us to answer the question in the title of this chapter, "Why should we start Consumer Cooperative Societies?" One could perhaps say that there are many different reasons why households have started to form consumer cooperative societies. We will let the group select from the suggestions below which answer they consider to be the most appropriate one and also which one they consider the least acceptable.

Main Questions

1. Households want to join together into cooperative societies in order to:
 - a. solve their economic problems through joint action
 - b. improve their standard of living
 - c. compete with private traders
 - d. earn money on their investments in the societies
2. The object of consumer cooperative societies is to:
 - a. save money for the members
 - b. combat cartels and monopolies
 - c. sell quality goods
 - d. reduce prices
3. Most people would like to join the consumer coop societies because:
 - a. they are convinced cooperators
 - b. because prices offered are more attractive than those offered by private traders
 - c. they do not want to patronize private traders
 - d. they have become aware of their own economic problems

CHAPTER : III

HOW CONSUMER COOPERATIVE SOCIETIES FUNCTION

In this chapter we will take a look at some of the important aspects of consumer cooperatives and their methods of operation. We have already agreed that in order to influence the standard of living, the consumers must find a way of bringing down the prices of goods. We have also come to the conclusion that the prices charged by private traders cannot be substantially influenced by individual consumers. It is not a simple problem which can be solved by organising meetings of consumers, where resolutions and protests against the rising price level are being made. It is by joining together in consumer cooperative societies that the consumer interests can best be protected.

Every consumer cooperative society is an independent unit. It is owned by the members who have organised the society. Some societies are small and have only one or two shops as in India, while in Western countries, some societies have ten, twenty or even a hundred shops and there are some so large that their total number of shops goes into several thousands.

Q. 1 Which consumer cooperative societies do you know of? Are there any in your place?

How is the surplus distributed in a consumer cooperative society? The basic rule according to which the consumer cooperative societies and their shops must be managed can naturally not be the same as those followed by private traders. Take for instance, the important question of how to distribute the surplus which arises from the business of the consumer cooperative society. In a private enterprise, the owner can look upon all profits which arise out of his business as his personal property. If he parts with the portion of the profits, for instance, in the form of rebates to customers, it is because he feels forced by competition from others to do so. If he has a choice, he is naturally inclined to retain as much as possible, preferably all, for himself. In the consumer cooperative society, where the customers are at the same time the owners, it is not possible to reason in the same way. The surplus in a consumer cooperative society has been created by the members. Surplus here means that in the course of a year the members have paid more than the cost price for their goods. The prices have been fixed higher than would have been necessary as a matter of convenience to obviate the need to maintain complex cost accounting and also to ensure that the society does not suffer any loss due to some wrong calculations. Also the society would need to build reserves as a cushion for losses in future years and accumulate capital for development purposes. It is self evident that this surplus belongs to who must decide how it should be disposed of.

The repayment of the surplus to the members can be made in two different ways. Part of it can be paid out as interest on the shares which the members hold in the society. The remaining portion has to be paid back as dividend on purchases i.e. each member's share of the surplus is dependent upon how much he has purchased from the society. This is a sensible rule for consumer cooperatives, since each member's contribution to the surplus is determined by the amount of his purchases. Before deciding the amount to be repaid, the cooperative society must, of course, make sure that adequate allocations have been made to the funds of the society. This is necessary in order for the society to continue to grow and perform better service to the members.

Q.2 Would you say that it is important to ascertain the portion of the surplus which is paid out to members as interest on the shares and also the portion which is paid out as patronage dividend?

It is clear that the members, who have raised the capital needed by their society must be entitled to interest on this capital. They would receive interest if they put their money in the bank. Were they not to receive interest for money placed in the consumer cooperative society, they would lose some money and that, of course, is not the idea of consumer cooperation.

But how high should the rate of interest be in a consumer cooperative society?

To answer that question, we have to go back to the objectives of the consumers cooperative society. If it were the aim of a consumer cooperative society to create as large capital gains as possible for the members, then, naturally all the surplus or at least most of it ought to be paid out as interest on capital. Then there would not be any money left over for patronage dividend. But the aim of the society is not to create capital gains but instead to help save money for the members by supplying goods at cheaper prices.

Q.3 What will happen to the possibilities of the consumer cooperative society to create savings for its members if the surplus were to be distributed in the form of interest on shares?

Q.4 Who would then derive the greatest benefit from the consumer cooperative society?

Consumer cooperative societies exist for those people who do not own a great deal of capital but have to live on the income from their labour. It is for them that consumer cooperation can be useful. These small income earners usually have fairly large families and must use the major share of their income to purchase various necessary commodities. This is, of course, the reason why the consumer cooperative movement has primarily concentrated its activities on distributing basic necessities and trying to influence the prices of these goods. If the surplus were to be distributed as profits on the share capital then certainly a small group of people with plenty of capital would find it useful to invest in the consumer cooperative society where they would receive a high rate of interest on their money. The few rich members in the society would then make profit at the expense of many members. Thus the savings of the many members would be eaten up by the capital gain of a minority of well-to-do members. The consumers cooperative society would become a servant of the owners of the capital, and would not be much different from any private shop.

Q.5 Why is it a necessary cooperative principle to put a limit to the interest on share capital?

The principle of a maximum upper limit on the interest on shares ensures that members shall not lose interest on capital by investing in the society, and guarantees that the major portion of the surplus will always be paid back to the members in the form of patronage dividend and/or used to develop the society's business. Patronage dividend is actually the amount which the members have paid over and above costs for their goods, and since the object of the society is to help save money for its members, this amount must be paid back to them. This is the principle of patronage dividend.

Why Not to Sell at Cost

Taking into account the considerations outlined above, what prices should the society charge. A method which appears immediately attractive is to sell the goods at such a low rate that no surplus would be created, i.e. the goods would be sold at cost. However, such a practice entails a number of difficulties. One does not know in advance what the cost will be. The costs might unexpectedly increase and in such a case the society selling "at cost" would stand to lose the money. In addition, one must of course not neglect the necessity of forming capital within the movement and capital is formed by reserving some amount of the surplus for the future needs of the society. This can be done primarily in two ways. In the first place, the patronage dividend can be transferred to the member's share capital until the member has accumulated shares to a certain value. The member can then receive a portion of his patronage dividend in cash whereas the rest can continue to accumulate in the form of added shares. This is a method followed, for instance, in the consumer cooperative movement in Sweden. This is in other words a method of achieving continued capital formation in the same tempo as new members are added to the society and begin to use its savings and become eligible for such dividend. In the second place, capital is formed by statutory allocations to a reserve fund which guarantees that the societies owned capital grows gradually and can keep pace with the necessary development of the operations of the society. If the society were to sell its goods at cost there would thus be no surplus, and consequently no capital formation. In this connection it might also be pointed out that the method of increasing the membership practised in the Swedish consumer cooperative movement is a direct result of the existence of patronage dividend. In Sweden a person becomes a member simply by making his purchases in the consumer cooperative shop, saving his cash receipts and leaving them with the society at the end of the year along with his application for membership. He will then automatically become a member and the patronage dividend which has accrued to him will be his first payment towards the share capital.

Q.6 Discuss the reasons why a consumer cooperative society cannot sell at cost.

Owned Capital

It has been mentioned several times in this course that the cooperative enterprise is owned by the members. This means in other words that the capital needed to finance the operations has been raised by these members. We now come to another important cooperative principle, namely, the one saying that the necessary capital should be raised by the members themselves. The thought behind this is, of course, that the cooperative movement is a self-help organisation. In practice the importance of this principle of economic independence is naturally that it allows a cooperative movement to realise its objectives without having to be concerned with interests which are alien to the movement. It also means that the economy of the societies becomes stable and is thus a means of protecting the members against losing the money which they have placed with the consumer cooperative societies in the form of shares.

- Q.7 How important is the principle of owned capital in your opinion? Can the capital not just as well be put up by an outside agency in the form of a loan to the society?

Democratic Control

The different systems of control are a basic dividing line between cooperative and private enterprise. In a private enterprise the owners' votes are proportional to the size of the share capital which they have paid up. Naturally in this form of enterprise a person who has paid up a lot of money runs a greater risk if the enterprise goes bankrupt and he should therefore have proportionally greater influence over the management of the enterprise. But in the consumer cooperative society we instead practise the democratic rule - one member one vote. No matter how many shares a member may have he can never have more than one vote. This has its roots in the history of the cooperative movement. It so happened that those who pioneered the cooperative movement during the last century were also active in the political field for the attainment of universal suffrage. It was self-evident to them that, when they started enterprises of their own, they would apply their democratic principles in practice. As a matter of fact this has proved to be a happy choice for the development of cooperation.

- Q.8 If members were to vote according to the size of their share capital, how would the members use their influence as regards the distribution of the surplus? Those with a lot of money would have many votes; how would they be likely to use their influence?

Voluntariness

We can now go on and discuss yet another couple of important cooperative principles. We have so far dealt with the distribution of surplus, limited interest on shares, and the principle of democratic control. Let us now bring out two more essential aspects of cooperation. In a consumer cooperative society members are of course not under compulsion or obligation to buy their goods in the shops operated by the society. A member can buy his goods wherever he likes. If a member finds that some goods can be bought to better advantages and at a cheaper price from a private trader, there is nothing to stop him from doing so. This principle of voluntariness also allows the member to leave the society; he is not under obligation to remain a member forever.

In spite of voluntary membership of consumers' society it is necessary that the society has a band of loyal workers and members. Since the management is controlled by members they should see that the goods sold out by the store is good and cheap and services offered are efficient. They must understand price policy of the store as the surplus is to be distributed again to them. They must also understand the tactics used by private traders to attract customers by undue lower prices in the beginning and their exploitation at later stage.

- Q.9 Why is this principle of voluntariness necessary in cooperative societies?

The principle of voluntariness is a characteristic for the cooperative movement. Compulsion creates ill-feeling. If members were to be forced to buy their goods from consumer cooperative shops, they would certainly be wise in thinking it over more than once before joining the society. If the members were

forced to buy, it would also not be particularly stimulating for the staff of the societies as regards customers' service and management of the shop as a whole. After all if the members have to buy their goods in the consumer cooperative shop there would be no particular reason for the shop assistant to do his very best. But behind the principle of voluntariness lies, in a deeper sense, a basic understanding of democracy. To a democratic way of thinking, organisations such as cooperative societies are not an end in themselves. They are only a means which can justify their existence to the extent that they are beneficial to their members. It is then also clear that a consumer cooperative society which does not benefit its members cannot force these members to patronize the society thereby keeping the society alive through artificial respiration. If, on the other hand, the society is useful, it is possible to convince people by factual and truthful information of the advantages in joining the society.

Q.10 Why is voluntariness impossible to divorce from democracy?

Open Membership

As you know, anybody who wishes can become a member in the consumer cooperative society. This is the practical meaning of the rule of open membership. A consumer cooperative society is open to all, irrespective of their political or religious points of view. All those who are interested in promoting their own household economy by organising themselves in a cooperative manner can do so without difficulty.

The rule of open membership allows the cooperative to grow. The consumer cooperative societies can become larger and larger. New shops can be opened and as a result the operation of the society become more and more efficient. Where consumer cooperation is strong the societies have become large-scale enterprises, able to reduce costs in a substantial manner and thus achieve the aim of saving money for their members. More and more members derive benefits from the consumer cooperative societies. This raises an important point as regards the ways in which a consumer cooperative society must function in order to benefit its members. It is obvious that a consumer cooperative shop or a cooperative productive enterprise must work at the lowest possible costs. If the cooperative enterprise were to work with higher costs than corresponding private enterprises, they could obviously not influence prices in any significant way. This also brings in the importance of establishing central wholesale organisations which can serve the local consumer cooperative societies, but this subject is too large to be dealt within this course. It must suffice to point out that in many countries there now exists a countrywide network of consumer cooperative distributive enterprises coordinated into a consumer-owned wholesale organisation and served by consumer-owned industrial enterprises. These industrial enterprises play a significant role in controlling prices of the every-day commodities which members have to buy.

Cash Trading

In an earlier chapter we have discussed the problems involved in consumer credit. We do not need to doubt the fact that cash trading is a self-evident cooperative principle. Against the background of the material discussed earlier in this course, we come to the conclusion that the rule of cash trading is a very important means for the cooperative movement in its efforts to promote a sound household economy for its members.

Q.12 Why is cash trading so important in a consumer cooperative society?

Conclusion

Perhaps we are now ready to reply to the original question as to why households have reason to organise themselves into consumer cooperative societies. The reply might be something like this: households join together in consumer cooperative societies because these societies have proved themselves able to help achieve sound household economies for their members. By banding together in cooperative enterprises individually weak households gain the strength to force prices down. This is the same as saying that by cooperative action households can raise their standard of living.

Consumers together can check the prices of goods of their use through consumers cooperative societies. These societies are business organisations based on the following principles:

1. Open Membership - all people who can benefit from the services of a cooperative are admitted to membership.
2. Democratic control - each member has one vote regardless of number of shares or other forms of capital held.
3. Limited interest paid on capital - money invested in a cooperative is allowed only a normal and modest rate of return.
4. Surplus earnings are distributed in proportion to the use made of the services of the cooperative - what is paid out as profit to share holders in other business is returned in cooperatives to those who created the surplus.
5. Political and religious neutrality.
6. Business carried out on a cash in preference to a credit basis.
7. Goods and products handled at current market prices.
8. Education for continuous expansion.

Main Questions

1. Please check whether the principles of consumers cooperative societies mentioned above are followed in your society or not.
2. Consumer cooperative societies are open to all in order to:
 - a. get more members
 - b. become more useful to more people
 - c. increase its turn over
 - d. it is a cooperative principle
3. Profits have been eliminated in the consumer cooperative society by:
 - a. selling goods at cost
 - b. returning the surplus to the members in the form of patronage dividend
 - c. maximising interest on shares
 - d. letting the members decide how to distribute the surplus

4. In consumer cooperative societies it has been decided that each member should have one vote only because:
- a. this is the most just
 - b. another voting rule might endanger the objects of the society
 - c. cooperatives must be democratic
 - d. the cooperative pioneers were themselves active democrats
5. Nobody is forced to buy in the consumer cooperative society because that would:
- a. be contrary to democracy
 - b. limit the growth of membership
 - c. make it more difficult to compete with private traders
 - d. lead to higher prices.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels.6
(Belgium)

YCS-2

SEMINAR ON
YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur

11 - 22nd January 1964

Background Paper on

Consumers Cooperation - A World Movement

In collaboration with

The Cooperative Union of Malaya
8 Holland Road
KUALA LUMPUR.
(Malaysia)

The Malayan Youth Council
KUALA LUMPUR.
(Malaysia)

KOOPERATIVA FORBUNDET
The Secretariate

CONSUMERS COOPERATION - A WORLD MOVEMENT

Consumers' Cooperation is founded on the principle of self help and is a free and voluntary organization of individuals who cooperate in order to protect their interest as consumers. The consumers have become their own supplier of goods and have established cooperative societies for making purchases in common and in some cases also for carrying on the common production of goods needed in the home.

Beginning on a very limited scale the movement has grown until in many countries it has become a very important factor in the life of the community. The structure is built upon the so-called Rochdale Principles which have derived their name from a town in England where more than a century ago a handful of industrial workers established a society which has since become the pattern for cooperative activity the world over. These principles can be set out as follow

1. Open membership;
2. Democratic management;
3. Dividend from surplus in relation to purchases;
4. Limited interest on share capital;
5. Cash trading;
6. Political and religious neutrality;
7. Allocation from surplus for carrying on educational work.

At the first glance these principles give an impression of inadequacy, but they have been thoroughly tried out in the field of practice and have passed the test with extraordinary success.

The first principle - open membership - means that a cooperative society must be open to everyone who loyally seeks to further the society's purpose. Thanks to this principle the advantages of cooperative membership are made available to all. Further, because a member is not forced to purchase from his society and is permitted to resign his membership at any time, a society cannot grow or even exist if it does not provide a needed service to its members.

The second and the fourth principle - democratic management and limited interest on share capital - give expression to the fundamental idea that a cooperative society is an association of persons with a common interest and not a profit organization. (Capital should be a servant and not the master).

The third principle - dividend from surplus in relation to purchases - means that the surplus which accrues on a society's activities shall be divided between its members in relation to the amount of business each member conducts with it.

The fifth principle - cash trading - may appear not to possess a special cooperative character. Cash trading is however a pre-requisite if the consumer cooperative movement is to fulfil its task of serving the consumer interest. If a cooperative enterprise relies upon credit from its suppliers or upon loans from non-cooperative sources it will easily become dependent upon persons and organizations which have alternative aims to those of the Cooperative Movement. Furthermore, in order that no encroachment should be made on the equal rights of a members and that no hazard shall be placed upon the economy of the family a cooperative enterprise should not give credit. The consumers' cooperative movement's enterprises must be established and developed with capital accum-

The sixth principle - political and religious neutrality - is based on the view that the consumer interest is universal and independent of race, political leaning or religious belief.

The seventh principle - allocation from surplus for carrying on educational work - is both a pre-requisite for, and a consequence of, the Cooperative Movement possessing the character of a democratic movement. It is the members who decide but in order that they might use this right in the best possible way they must be well-informed.

The consumers in a given area join together to purchase or produce in common necessities needed in the home but so as to be able to carry on activities which a single society, because of limitations with regard to size and resources, would find impossible, local societies have established unions for carrying on propaganda and educational work, and to act as wholesalers and even producers. So it is that there exists in different countries cooperative unions (education and propaganda work etc.) and cooperative wholesale societies. In a number of countries, for example Denmark, Norway, Sweden and Switzerland the union and the wholesale society is one and the same central organization. Many of these central organizations are very large enterprises, for example, the English wholesale society has an annual turnover of approximately 300 million pounds; the Scottish wholesale society approximately 70 million pounds; and the Swedish Union and Wholesale Society approximately 1,021 million kronor (about 70 million pounds at the rate of 14:50 Swedish kronor). The consumers cooperative movement has secured its strength and depth in Great Britain, Switzerland, Finland and the Scandinavian countries.

Cooperators have also extended their collaboration to the international field by establishing a number of international organizations. The oldest of these is the International Cooperative Alliance founded in 1895. The membership of the Alliance includes consumers' agriculture, and producers' cooperatives from 23 different countries, the total individual members of which - the Cooperative Union of Soviet Russia included - number approximately 60 million. The Alliance exists as a forum for the exchange of points of view and experiences and forms the liaison between the Cooperative Movement and the United Nations Organization and those international organizations which are part of UNO. It can also be mentioned that since it was started the International Labour Office at Geneva has maintained a special department to deal with cooperative questions. The Alliance carries out investigations on cooperative and economic questions; publishes a number of periodicals, and, like the International Labour Office, provides an advice and information service to public authorities and its members on matters of a cooperative nature.

The existence of obstacles restricting the general exchange of commodities also places a check upon commodity exchange within the International Cooperative Movement itself. However, a number of international cooperative organizations carrying on economic activity do exist. Among these there is the International Oil Association. This organization, to which the cooperative central organizations of some 25 countries are affiliated, was established in 1946 with the purpose of securing for its members mineral oil and oil products, and, considering prevailing conditions, has carried on its activity with good results.

The cooperative wholesale organizations of Western Europe have established a common import organization called The International Cooperative Agency, but the activity of this organization has not developed to any great extent.

In 1918 the Scandinavian countries together with Finland established a common import organization called Nordisk Andelsforbund. This organization, despite prevailing obstacles to international commodity exchange, has been very

3.

The hope of cooperators is for a peaceful development in the world and that this development will bring with it improved economic inter-communications between the various countries. The removal of the barriers to a free commodity exchange and allied activities is a pre-requisite for raising the standard of living of the mass of the people. The extension of international collaboration would also mean a strengthening of the powers for peace. Whilst for the cooperative movement it would mean that the consumer would be able to effect collaboration over the borders in the service of peace and economic progress.

COOPERATION IS AT THE BACK OF ALL PROGRESS

Stockholm, April 1951
IL/JA/SF/900.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office and Education Centre
6 Canning Road
New Delhi.1. (India)

WORLD ASSEMBLY OF YOUTH
66 Rue Saint Bernard
Brussels.6
(Belgium)

YCS-1

SEMINAR ON YOUTH AND COOPERATION

Cooperative College of Malaya, Kuala Lumpur

11th - 22nd Jan. 1964

Background Paper on

"The Report of the Seminar on Cooperative Leadership in South East Asian Region"
Organised by the ICA at Vigyan Bhavan, New Delhi - 14 - 27th Nov. 1960

In collaboration with

The Cooperative Union of Malaya Ltd
8 Holland Road
Kuala Lumpur. (Malaysia)

The Malayan Youth Council
Kuala Lumpur
(Malaysia)

FOREWORD

The Seminar on Cooperative Leadership organised by the International Cooperative Alliance, in collaboration with the All India Cooperative Union, at New Delhi in November, 1960 was the outcome of wishes expressed at the Cooperative Conference for South-East Asia, convened by the Alliance at Kuala Lumpur in January 1958, and decisions taken by the I.C.A. Executive Committee after receiving the Delegation's report.

Over 40 representatives of Cooperative Organisations and Government officers from Ministries and Cooperative Departments in 10 countries attended the Seminar. Observers from FAO, ILO, UNESCO and other organisations national and international playing an active role in the promotion of Cooperation also took part.

At their final working session the members of the Seminar reviewed their report and recommendations in draft form and adopted them without dissent on any major question. After incorporating agreed amendments, together with editorial changes necessary for the sake of clarity and precision, the present text is commended for consideration to all interested in the promotion of cooperation in South East Asia.

ICA SEMINAR : FINAL REPORT

PART I. BACKGROUND AND BASIC CONCEPTS

1. The Democratic Welfare State

The problems of Cooperative Leadership in South-East Asia form part of a much more extensive group of leadership problems forced on the attention of the nations of the region by their desire and their efforts to make the most rapid progress possible in their economic and social development. At the level of national government it is assumed that this progress can best be made through the adoption of plans and policies for which Government must shoulder the chief responsibility for both formulation and implementation. In the twentieth century there is no thought of trusting to the haphazard and lopsided progress such as was made under *laissez faire* in the nineteenth century. In the economic planning and development of South-East Asia leadership is at present chiefly the concern of statesmen, politicians, public officials, technicians and directors of business enterprises. Cooperation, functioning within more or less planned economies also has leadership problems, but these are somewhat different because of its character as a people's movement.

2. The accepted goal of economic and social progress is indicated by the term "Welfare State". If this is to be attained under democratic constitutions, the active participation of the people as a whole needs to be assured. Well-being is not something to be administered to the people but something to be attained and maintained by their own efforts. The concern of a democratic Government is therefore to evoke those efforts from the people, to carry them along with it, to educate them to adopt its plans and policies as their own. It is because cooperation is a means of evoking effort and education those who take part in it, that it has attracted the attention of Governments. Their desire is naturally to harness its energies to the execution of their plans even though the nature of Cooperation may not always lend itself to this.

3. Cooperation and Economic Planning

The Cooperative Movement is itself a form of planned economy. It springs from the desire of both consumers and primary producers to substitute order in their own economic relations to the anarchy and disorder of, or the exploitation of, competitive monopolistic systems. Cooperation creates order by educating people to recognise that it is indispensable to their welfare and that they themselves can realise it in institutions in which they practise self-discipline under leaders whom they themselves choose.

4. The Cooperative Movement is thus an instrument through which the people can participate in planning. Its experience in establishing economic order, even in a limited sphere, is something Government has very rarely at its command. Cooperation therefore has claims to be permitted to contribute to economic planning and to be taken into consultation by Government. This contribution will be effective only when it represents an independent view of the problems at issue. In any case, Cooperation only yields the best of which it is capable when it develops freely according to its own principles and laws of growth. Independence, however, can only be achieved and maintained in so far as the Cooperative Movement becomes able to throw up capable leaders from among the ranks of its members by its own democratic processes. In whatever manner Cooperative Movements may be initiated, they should evolve towards a constantly greater measure of autonomy within the legislative

economic and social framework, The whole community, the whole county, will benefit by having within it a vigorous, sturdy Cooperative sector. A good mutual understanding between Cooperative leaders and Government economic planners is therefore an inestimable advantage.

5. Democracy and Leadership

Leadership is a democratic function which, according to circumstances, may be exercised by persons with no special gifts or training for it. In a democracy it is not imposed from above or from outside. It depends on common consent or at least majority support. The leader has to help the group, society or movement to reach wise decisions and cooperate in implementing them, rather than exert his own wish. He stands in a special relation to his fellows determined by his personal qualities, their respect for him and his sympathy for them and his power of response to their thoughts and aspirations. Even an imposed leader has to establish relations with his group as nearly resembling these as circumstances will permit. But there is much in leadership which does not demand outstanding talent. It can be learnt by experience or acquired through the proper training by persons of sincerity of purpose, courage and common-sense. It is therefore no more than ordinary prudence in any democratic organisation to safeguard its own continuance by seeking to maintain the numbers of competent leaders available.

6. The circumstances of many countries now beginning their Industrial Revolution make leadership extraordinarily difficult to discover or evoke. The natural or traditional leaders of the typical village community are more concerned with preserving existing institutions than changing them. The people themselves are listless, conservative, resigned; if they can conceive of change, they are totally unable by their own efforts to bring it about. They therefore fall an easy prey to any "ism" which paints a rosy picture of a better world attainable by trusting someone who will effect the transformation on their behalf. Yet sooner or later irresistible economic forces will impose changes upon them; their traditional order will crumble and they will be uprooted and driven willy-nilly from the ancient into the contemporary world, suffering untold misery and demoralization in the process.

7. External Stimulus and Guidance.

Governments desirous of averting these calamities therefore employ such means as schemes of community development and Cooperation, to arouse the spirit of self-help and mutual aid and give it opportunities of practical expression. Government efforts are supplemented here and there by social reformers, religious leaders, philanthropists. They all encounter the same obstacles in finding and developing leaders among the people whom they wish to help. Progress in the pioneer stage is usually slow, hardly perceptible. In their anxiety to show results for the money and energy expended these agencies may carry assistance to the point where self-help and mutual aid vanish entirely and people who should be helping themselves and their neighbours become receivers of doles, subsidies, and loans they are unable to repay. What Cooperative institutions they succeed in establishing may therefore be unable to stand on their own feet or make their own way, with no prospects of achieving eventual democratic independence. The result may well be Cooperative organisations without real economic or democratic substance, incapable of the role of a dynamic Cooperative Movement. If the transition from external direction to self-government is not made or stops halfway, the object of securing the active participation of the people in a planned economy may not be achieved.

8. The problem of inducing a dynamic instead of a static mentality in the typical village community is crucial. Upon it rests the possibility of setting the agricultural masses upon the path of progress. Where agencies external to the village have succeeded in establishing the right contact, the villagers often go ahead with their own chosen and trusted guides. A chain reaction, in which Cooperation leads to self-help and enlightened self-help round again to Cooperation, may be set up. No one would deny the need for external initiative, encouragement and direction. Under conditions prevailing in South East Asia the Cooperative Movement could not conceivably have advanced so far as it has done without external promotion and direction. But henceforward much more will be demanded of Cooperation than it has achieved in the past. More often than not the Movement needs to increase, not so much its size as its strength in terms of a loyal, understanding membership and competent, dedicated leadership. It is therefore rarely advisable that, when Cooperative expansion is desired, strength and right direction should be sacrificed to speed or that targets should be attained at the expense of good educational preparation amongst the members.

9. In some countries Government may content itself with making generally known its policy of encouraging and assisting Cooperation but leave villagers to approach it through their own leaders. But over a great part of the Region there is still need for much organized external stimulus and guidance. The officers who impart these necessary elements should from the beginning try to pick out and encourage interested individuals who show promise of leadership qualities in order to place upon them and the members as much responsibility and power of decision as they can carry. At the other end of the formation process the officers' job is not properly done unless and until a society is capable of running its affairs without them, but they should not prolong their guardianship after this point has been attained. At the same time, the introduction of Cooperation should be made with discretion and very rarely without coordination with some other action aimed at raising the general level of village life. Most of the action has to take the form of an increase in productive power, e.g. through an improvement in the technique of cultivation or handling stock, so that a surplus of income over needs is available. People living in the lowest depths of poverty usually have to be lifted out of the morass by some other agency before they can become effective Cooperators. The coordination of the formation of real cooperative societies with looser or less systematic forms of mutual aid or with technical services, under a community development programme, is often desirable and successful.

10. Government aid to Cooperative development in the region has sometimes been less effective than could be desired because it has been regarded too much as an administrative matter not of major importance. It is therefore satisfactory to note that a number of Ministries or Departments have declared independence for the Movement to be their ultimate objective. The functions of the Cooperative Department are often too legalistically conceived and its head and personnel chosen for their legal knowledge or purely administrative experience. If their functions were simply checking bye-laws, audit and compiling statistics, these might be adequate qualifications, but if their mission is to advise and aid an expanding self-reliant, voluntary Movement, then they must be selected from those with university training in economics and the social sciences, or from the business world, or better still, from the ranks of experienced Cooperative leaders. In any case the status of these Departments should be raised to a level equal to the potential importance of the Cooperative sector in the economy, so as to attract personnel with first class ability imbued with a social purpose. Moreover the staffing of the Department should provide an adequate number of experts capable of advising Cooperative organizations on their educational problems and possibly playing an active role in the Movement's educational work.

11. Educational Bases of Cooperative Economic Expansion

Most successful Cooperative enterprise tends to outgrow the social consciousness of the members by becoming too vast and complex for them to understand without special mental effort. Where care is not taken to maintain local personal contact among the members, they may disinterest themselves in their ~~community~~ ~~which~~ will then tend to die from the roots. This is an additional reason why the local group of neighbours must be recognized as the primary cell of the Cooperative structure, and the aim of Cooperative education is to build healthy tissues through the multiplication of such cells. The importance of this consideration increases in a situation where centralization of management is dictated by economic efficiency or competitive conditions and still more where, in consequence of planning policy, Cooperative structures are thrown up like modern steel-frame buildings, in which the internal structure is built into the skeleton afterwards. A rapid expansion of the Cooperative marketing and credit network needs as a counterpart, a vast development of cooperative education and requires for its realization a system of secondary organizations which can only be constructed with the expenditure of an enormous amount of energy and money. Notwithstanding the impressive efforts which are being made, the lag between economic and educational expansion is unfortunately still tending to increase in some parts of the Region.

12. State and Cooperative Education

There is a direct relation between the effectiveness of Cooperative Organisation in any country and the level of its education, and especially of its adult education. The external factor of greatest importance for higher standards of Cooperative Leadership is the development of the public educational system. Free or inexpensive education within the reach of all, not merely children and young persons, but also adults of any age, would liberate enormous social forces, not least a curiosity about the world outside the village which would eventually do much to soften the rigidity of the social stratification which so gravely hinders association for common ends among its inhabitants.

This does not by any means exempt the Cooperative Movement from the primary responsibility for educating young and old in its own principles and practice. There is much force in Professor Gadgil's plea that the Cooperative Movement should concentrate its educational efforts on teaching its members and the wider public its fundamental principles, rather than attempt to attract or hold them by any casual or temporary advantages it may offer. Thus the Consumers' Cooperative Societies should present themselves as a means to a permanently better household economy rather than a means of restraining a short term rise in prices. Or the Marketing Societies should teach their members to value them for the power and protection they give in the market, rather than for variable price advantages. Cooperative principles are the common bond which unites Cooperators everywhere, whatever form of Cooperation they may espouse or whatever functions they may discharge. Where this task of teaching principles has been neglected or badly carried out, much will have to be unlearned before real progress can be made. Without a knowledge of the true principles, leadership may easily be little better than the blind leading the blind.

13. Conditions of Cooperative Independence

If there is amongst many Cooperators in South East Asia a feeling that in Cooperative development Government is prone to do too much and leave too little

for the Cooperative Organisations to do for themselves, the possibility of restoring the balance and of ultimately dispensing with Government direction or participation in management requires two important conditions to be fulfilled. The first is that the Cooperative Organisations must become to a greater degree self-sustaining in regard to finance. Where public money is employed in large amounts to expand Cooperative enterprise, the claim of Government to make sure that the money is wisely and well invested can scarcely be resisted. That problem does not lie within the scope of this report. One of the best guarantees, however, that public money invested in Cooperative enterprise will be safe and productive is the second condition of emancipation from Government control. That is, that the management and administration of those enterprises are placed in the hands of Cooperators who are technically equal to their functions and at the same time possess in a high degree qualities of leadership, commanding the loyalty of the Movement because they have graduated from the ranks of its members and respond to their real needs and highest aspirations. The question then arises : how can the Movement retain in its service leaders whose outstanding ability opens to them possibilities of careers in other fields? This question is not to be answered in terms of emoluments only but in terms of trust and recognition and widening opportunities to render still greater service.

PART 2. RECOMMENDATIONS

- 6 -

14. Education and Training at all Levels

In the light of the foregoing it would seem possible to lay down as a guiding principle that Cooperative Education and training should be organised in appropriate forms at all levels and in every branch of the Movement's activity. An obligation rests on Cooperative organizations engaged in industry and commerce, no less than on those Cooperatives formed for non-commercial purposes, to provide education for the members, officers, and employees of all grades. It is the function of the Cooperative Unions, which are the special guardians of the Movement's principles, to support the educational work of their affiliates and, by supplementing the resources available to them, make it as effective as possible. In this way even the smallest Cooperative unit can and should have its educational plan and programme corresponding to its aims and circumstances.

15. Priority of Primary Societies

Priority should be given in planning educational activity to the needs of the members of primary societies. The training which prepares for leadership should be accessible, even if it not attractive, to everyone man or woman.

This local education can be effective only if it is carefully adapted to the general educational standards prevailing among the members. Its aim must be to provoke them to think and express their thoughts. It must stir their imaginations, as well as add to their knowledge, by pictures and other visual means, simple poetry and song, stories and the presentation of problems in personal and concrete terms related to the members' daily lives and their social and material environment. The preparation of the right subject matter in the right form is therefore a highly-skilled operation which can only be carried out in intimate collaboration with experienced field workers. Even so, it must allow for adaptation to special local needs and attitudes according to the judgement of those field workers nearest to the members. The regular working of the society's business and democratic mechanisms should be utilised to the full to arouse interest and create understanding of what they mean. Cooperative education must be associated with enjoyment and carried out in an atmosphere of comradeship.

16. Those members who rapidly pass beyond this elementary stage should be kept interested by being given opportunities of training as leaders of educational work in its various forms. They need in particular to acquire the art of leading discussions to fruitful conclusions. This implies conscious training in centres near their homes for short periods of intensive activity. In order to maintain interest new problems and information must be introduced from time to time and its presentation should be the occasion for consultation with these leaders and for making experiments in method.

17. Role of Secondary Organisations

Very few primary societies have the resources for initiating or carrying on work of this kind. It must therefore be organised on an area basis by secondary organisations. These again cannot be left to their own devices and resources, at any rate not until they

have gained considerable experience. The highly technical work mentioned in para 14 above must therefore be largely undertaken by a central body from which all concerned obtain guidance, suggestions and material. The central body may be an autonomous institute or a department of a Cooperative Union, but it should become the repository of all the available knowledge and technical skill relevant to member-education.

18. Cooperative Education, as it develops, cannot remain wholly general. It must begin to specialize according to the differing needs of office-bearers and eventually of employees. Courses should be organised by the central body in which continued education is combined with training. The very fact that Cooperators from different societies are brought together is itself an educational influence conducive to a wider view of the Movement and improvement of methods through comparisons.

19. Conditions of Educational Efficiency

Cooperative education is accordingly to be conceived, not as a series of isolated actions, but as a system the parts of which fit together in an integrated fashion. It can be conceived and planned as a system, even if only one small part of it can be realized at a time. It must also be conceived as a never-ending process because if the Movement is truly dynamic, it cannot maintain its progress without constantly re-educating all who take part in it in order that they can constantly cope with new situations.

20. Institutionally, an effective education system requires, at every level, funds earmarked and one officer or a committee made definitely responsible for carrying out education programmes. Education merits equal status with economic operations. It has an equal claim to all that it needs for its efficiency. It should not be expected to work with makeshift premises or equipment from the time that the primary society or Cooperative Union can afford to provide proper tools for its job. Societies must learn to take as much pride in a class-room or conference room as in an office or shop properly designed and furnished for its purpose.

21. Since the object in view is to raise to the highest pitch the Cooperative and business performance of the Movement, Cooperative education can never be advantageously divorced from practice. Training courses should be based on practical projects but not prolonged to the point where the trainee loses touch with his regular work. It is important that the training programme should be integrated with his work and prospects of promotion. Decentralization is therefore an important consideration and the example of Ceylon, where the Central Cooperative School at Polgolla is supplemented by a number of district education and training centres within easy reach of the societies, is worthy of careful consideration.

22. On the other hand, opportunities to travel for the purpose of enlarging and enriching cooperators' knowledge of their Movement are a necessary part of education and the best corrective of parochialism. Travel can be raised above the level of mere tourism by careful planning which relates the Movements or enterprises visited to students' previous studies or experience. These opportunities should be granted in particular to possible candidates for national leadership.

23. Finance

Good education is not cheap. Cooperative Movements must realize that the choice before them is either to invest money in education or to lose it in inefficient enterprises and societies which fail. Probably the easiest way of financing cooperative education is the time-honoured method of allocating a definite percentage of net profits or surplus to this purpose. It has the disadvantage, however, of producing a variable income, and, at a time when profits are low and educational activity should be redoubled, may reduce the available funds. One alternative is a fixed per capita allocation. The cost of technical training should be borne as a business expense by the organizations which benefit from it. The Movement's economic enterprises, however, should also contribute to its educational funds, if only in return for the benefits they obtain from the Cooperative loyalty and cohesion which education creates. Direct financial assistance to Cooperative education is one of the best means by which Government can promote the progress of the Movement.

24. Use of the Public Education System

When the State pursues an enlightened education policy Cooperative Movement can and should economise their own educational resources by sending students to such institutions as universities, technical colleges and colleges of adult education, and by urging the inclusion of Cooperation as a subject of study in primary and secondary schools. The extension of School Cooperative Societies should be encouraged. Universities can often be induced to extend their extra-mural teaching in directions such as economic and social studies, directly advantageous to Cooperative education. This practice can at best only supplement the direct education of Cooperators by Cooperators, but it has its value, especially when the Movement is building up its own corps of educators.

25. Young People and Women Cooperators

Cooperative Movements should take special pains to make their educational activities attractive to young people of both sexes. It is a benefit to the community when the idealism and energy of youth are harnessed to constructive social causes. In any event, the Movement must raise a new generation of Cooperators to succeed the present, for its greatest achievements still lie in the future. Whether young people be grouped in a special organization or not is not a matter for dogmatic statement. The main consideration is that they should become eager to join in the Movement's work alongside their elders.

Similar considerations regarding organization apply to women. In any case, the Cooperative Movement should welcome, on the basis of its own democratic principles, the opening of a wide choice of occupations to women and secure their interest and support, not simply because it eases their work as housewives and mothers but because it offers opportunities of congenial and rewarding service to the community.

26. International and Intra-regional Assistance

In the development of their educational systems generally and, particularly in the training of leaders, the National Cooperative Movements should keep constantly in mind the possibility of assistance

from the United Nations, its special agencies and other organisations which have an interest in the promotion of Cooperation.

Such assistance can be given through National Governments in a variety of forms: expert advice, travelling fellowships and grants-in-aid of travel, training courses, seminars, publications, etc. Its effectiveness can be enhanced, however, by closer coordination between the Governmental and non-Governmental organisations. As an example the establishment of the ICA Education Centre and the Education Centre for South East Asia will offer possibilities of orienting fellowship holders and others before they go abroad for study, as well as briefing experts from distant countries coming into the region on a mission. The provision of suitable teaching and study material, the increase of the Cooperative literature available through translation of classics and contemporary works into the vernacular languages, the supply of audio-visual aids in greater abundance and variety, would be accelerated if the organizations consulted one another at an early stage of their planning. The present gaps in the knowledge required to solve problems of Cooperative development would be more rapidly filled if the International organizations combined to sponsor research, experiments and pilot projects.

The National Cooperative Unions should make themselves well-acquainted with the facilities which the International Governmental Organizations place at their disposal and they should press their home Governments to avail themselves of the opportunities offered. It is hoped that, as the work of the Regional Office and Education Centre develops, these institutions will find increasingly effective ways of education and of fostering leadership between the Cooperative Movements of the region.

27. The Need for Research Into Leadership Problems.

In conclusion it may be emphasized that in the field of education much still remains to be learned, many experiments to be made, much experience to be sifted and compared. Just because comparison is an essential part of the process by which better methods of learning, teaching and organization can be distinguished from the merely good, such comparisons can probably be usefully undertaken and assisted by institutions like the ICA Education Centre, working, if desirable, on the sociological side with the UNESCO Research Centre, and the FAO Research Branch. The problems of leadership training and education demand for their solutions continued research in various directions, for most of the Cooperative Organisations of the region are only at the beginning of their development, and may look forward to a period of expansion and consolidation which will tax all the ability at their command. The Seminar at New Delhi can thus be rightly regarded as the beginning of a major long-term operation which will be continued by the Education Centre in collaboration with the Movements of South and South East Asia.