

THE COOPERATOR

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COMMENTARY

COOPERATION IN SCHOOLS

It was reported recently in the press that the Ministry of Education is giving serious thought to the proposal made by several cooperative organisations that Cooperation be made a compulsory subject in the secondary school curriculum. As the prime architect of the move the NDCF has more than ordinary interest in the outcome of the deliberation. It may be recalled that at the thirty first Annual Cooperative Conference of the NDCF held in 1968, it was unanimously resolved as follows:—

"This Conference requests the Hon'ble Minister of Education to introduce Cooperation as a subject in the secondary school curriculum. While assuring the Hon'ble Minister that the NDCF will offer all possible assistance in this direction, this Conference urges the Hon'ble Minister to enlist the support of the Coop Federation of Ceylon and all District Unions in the Island to make the scheme a success".

There is no doubt that secondary schools are the training ground, in the first instance, of prospective national leaders and it is but common sense that these future leaders—key men in politics and government, engineers, economists, physicians, agronomists, educators and the like—should be imparted adequate knowledge of the Cooperative Movement, at least to enable them to recognise it as the surest means of economic development and social amelioration in the most democratic way known to civilisation. Rightly does Professor Bernard Lavergne observe:—

"If in a future society, we would maintain public freedom, but at the same time, establish a socialist state, it will be necessary to set up a system of cooperative socialism. The ground-work for this is even now taking shape in the world around us. Perhaps, seeing that the twentieth century is already well past the halfway mark, and taking into account all the immense economic experiments which we are seeing, Cooperation will be, in reality, the great idea of the 21st century". Only diehard theorists with acute mental aberrations will deny the youthful resources of the nation a vision of "the great idea of the 21st century".

It is being realised even in the most cloistered of coteries that children are entitled to know all about life around them, including all the institutions and their activities that go to make up modern society. A cooperator in Canada is said to have complained that he had learnt at school the names of all the wives of Henry VIII and the various devices employed by the king to get rid of his wives, but he had never been told even in passing about the Rochdale Pioneers. We have traversed a long way indeed from a rigid curriculum imposed by a colonial past, and we owe our children more than our forbears did to place before them not only the habitual vision of greatness as A. N. Whitehead idealized, but a wholesome vision of life as well in all its chequered hues.

As we take a look outside Ceylon we see how modern nations are endeavouring to make Cooperation a subject of study in their schools and universities. In Argentina Cooperation is a compulsory subject in all the educational establishments in the state of Entre Rios and in all the primary schools in the state of Buenos Aires. It is also significant that in the latter state the Ministry of Education contains a separate department for cooperative education. Cooperation is a compulsory subject in all the schools of Czechoslovakia. It has been introduced into primary and secondary institutions in the majority of the provinces of Canada and in several rural and urban high schools in the U.S.A. It has also begun to appear in Libyan schools and schools in the Eastern Nigerian Federation.

The most important purpose should be instil in the youth the 'cooperative spirit' and the 'cooperative approach' to thought and action. This is the objective, for instance, of the British Cooperative Youth Movement. Movements of a similar kind are found in other countries such as Austria, Switzerland, Yugoslavia etc. Often such youth ventures are backed and guided by adult organisations, notably in Switzerland and Canada.

The teaching of Cooperation has a place in the university curriculum of practically every country in Europe, the majority of the Canadian provinces and more than forty states of the U.S.A. It is pursued in about ten universities in India and many universities and technical colleges in the Philippines, Thailand etc. Even the Social Institute of the Pontifical Gregorian University in Rome has instituted a regular Course on Cooperation for ecclesiastics who specialise in social studies at the end of their theological pursuits. Cooperation has also found its way into agricultural and teacher training colleges in numerous countries including Ceylon.

In the face of such astounding realities, the Ministry of Education has an onerous responsibility to give the proposal to make Cooperation a compulsory subject in the secondary school curriculum, its utmost consideration. Dr. Zakir Hussain has observed "The youth of today require an objective which will inspire them, a set of values which will sustain them and a programme of action which will appeal to them. The Cooperative Movement provides all these. It provides a basis for the democratic process and decentralised management of our economic life. Without it, we should degenerate either into an unbridled and irresponsible individualism or rigid and regimented totalitarianism".

Federation By-Laws To Be Amended

The Cooperative Federation of Ceylon has summoned a Special General Meeting on September 21st to consider certain amendments to its by-laws.

In a circular sent out to member societies, the General Secretary of the Cooperative Federation of Ceylon states "The present set of by-laws were adopted in the latter half of 1965 with a view to strengthen the bonds between the District Unions and the Federation. However, due to deficiencies in the by-laws, the Federation found itself isolated from the main currents of the Movement and much criticism was levelled against the structure of the Federation. The membership of the Federation is limited under the existing by-laws to District Unions and All-Ceylon Societies and this is considered to be too narrow a membership for an apex organisation. Suggestions to enlarge the membership of the Federation were brought forward by several member societies themselves as this was a matter frequently discussed at General Meetings of the District Unions. The suggestions placed before the Special General Meeting on 21-9-70 aim only to rectify this defect and do not visualise a complete change of the present by-laws".

It will be recalled that the Royal Commission on the Cooperative Movement in Ceylon observed "The present Cooperative Federation of Ceylon will need fundamental re-organisation. It must become broad-based.... The present set-up with control in the hands of District Unions is unrealistic".

Under the proposed amendment, the membership of the Federation will be open to District Unions, All-Ceylon Societies and Secondary Societies. According to the latest Administrative Report, there are 24 District Unions, 254 Secondary Societies and 6 All-Ceylon Societies. Since about one-third of the Secondary Societies are defunct, this will leave about 200 societies eligible to become members of the Federation. The General Secretary observes "By opening the doors of the federation to Secondary Societies, the General Body of the Federation will be a more representative body and the views of various sections of the Movement, particularly of the functional societies, will be expressed by the Federation. With the establishment of direct contact between the Federation and functional societies a better service could be provided to the Movement".

No Additional Subscriptions

The membership contribution from District Unions

and All-Ceylon Societies will be on the same basis as at present, i.e. 25% of membership collections and 5% of annual profits respectively. The Secondary Societies will not be called upon to pay any subscriptions to the Federation; but to become a member, they will have to be up to date in their subscriptions to District Unions. This provision, the General Secretary states, "will not create any further financial liabilities to Secondary So-

cieties as they will not be called upon to pay any additional subscriptions. Moreover, this provision will help to augment the finances of the District Unions & thereby of the Federation, as the Secondary Societies desirous of membership of the Federation and the rights attached to such membership, will be paying their dues to the District Unions".

Under the present by-laws, only Committee members of

(Continued on page 4.)

CATCHING 'EM YOUNG

This year's celebrations of International Cooperative Day in the North centred chiefly round youth. Apart from talks on Cooperation in schools, there were essay, oratorical, music and drama competitions among school children. These contests have gone a long way in making school children—the cooperators of tomorrow—cooperative conscious and have laid the foundation for a virile Cooperative Movement. The preliminaries took place at village level and the finals were worked out, under the auspices of the ND CF, at Veerasingham Mandapam.

Here are the final results:

- | | |
|----------------------|--|
| | ESSAY |
| OPEN : | (1) Miss J. Kandaswamy
(2) C. Gnaneswaran
(3) Miss V. Mathivathany |
| SENIORS : | (1) P. Perinparasa
(2) Miss Manjula Kandiah
(3) P. P. Kalaichelvi |
| JUNIORS : | (1) Miss K. Arudsothy
(2) K. Yasotharathevi
(3) T. Sivajini |
| | POETRY |
| | (1) S. Mahalingasivam
(2) V. Aiyathurai
(3) Appachi Mahalingam
Miss Sowmini Panchadcharasarna |
| | ELOCUTION |
| SENIORS : | (1) Miss Shantakumari Somasuntheram
(2) N. Shanmugalingam
(3) V. Rasanayagam |
| JUNIORS : | (1) Miss N. Usha Devi
(2) K. Nirmala Devi
(3) Miss K. Ratna Gandhi
S. Sabesan |
| | COOPERATIVE SONGS |
| JUNIORS—BOYS : | (1) T. Sivakumar
(2) P. Jeyapalan
(3) C. Sivayoganathan |
| JUNIORS—GIRLS : | (1) Miss S. Maithili
(2) C. Indrani
(3) P. Pavalavasani |
| SENIORS—BOYS : | (1) K. Selvarajah
(2) V. Ravilosanan
(3) V. Sivayogalingam |
| SENIORS—GIRLS : | (1) Miss S. Devi
(2) K. Vathany
(3) T. Ranjithamalar |
| GROUP SINGING—BOYS : | (1) Kaithadi Mahavidyalayam
(2) Sarasvathy Vidyalaya, Velanai
(3) Manthuvil Govt. Mixed School,
Kodikamam |
| " " GIRLS : | (1) Ramanathan College, Chunnakam
(2) Usan Mahavidyalayam, Mirusuvil
(3) Holy Family Convent, Jaffna |
| | VILLUPATTU |
| | (1) Madduvil South Malarmagal Coop Stores Society
(2) Neervely South MPCS
(3) Kaithadi West MPCS |
| | DRAMA |
| | (1) Holy Family Convent Coop Stores Society, Illavala
(2) Chankanai East MPCS
(3) Athiar Hindu College Coop School Supply Society,
Neervely |

Government And Text Books

Since the inauguration of the state system of education in Germany in 1806, there was a gradual and virtual control of textbooks, curricula and training of teachers. A decree of 1844 made inspection of books at the disposal of teachers in training a necessity. This gradually paved the way for the state to use supervision for political indoctrination.

In 1889 the Government laid it down unequivocally that German history must be taught in such a way as "to show that the power of the state can alone protect the individual: how Prussia's kings have exerted themselves to raise the condition of the workers: and how considerably and constantly in this country the wages and conditions of the working classes have improved under this monarchic protection".

BY K. PARAMOTHAYAN

The Nazis did not hesitate to complete the edifice. They brought education under the control of the Reich Minister who saw to it that the 'National Socialist Teachers League' introduced Nazi propaganda into every type of school work. If history was perverted it is understandable, for it is apparently the only subject that can lend itself to indoctrination. But in Germany even arithmetic books included "a table giving the sum of money paid annually by the State for elementary and secondary school children and for lunatics, in order to prove that a lunatic is an expensive liability: the child is then told that there are 100,000 inmates in Germany, and he is required to estimate how much they cost the State each year and how many marriage loans could be made with the money thus used. Other problems to be worked out deal with the Jews and military events". (vide 'Education

and Society in Modern Germany').

It is worthwhile considering the cruel fate suffered by lunatics and the Jews at the hands of those men who used those textbooks while in school. The military mania nurtured in schools was responsible for their victory over France in 1870.

Europe in general and France in particular believed that the war of 1870 was won in the German schools, and German schoolmasters were looked upon as the architects of Sedan and Sadowa. France was determined on a highly centralised control of education both from the point of view of her traditional respect for centralisation and the advantages that such control bestowed on Germany.

Freedom Amidst Control

It must be pointed out,

however, that with regard to content the French system was based on 'an established, reasonable and confident culture' and that France offers the best example of supervision in its finest and noblest form. The list of textbooks is first of all suggested by the teachers themselves, secondly considered by the inspectors of different areas, thirdly scrutinised by a departmental committee, and finally approved by the Rector of the 'Academy' responsible for the district. Any dispute is referred to the Minister. The Reforms of 1925 further vitalised freedom amidst control and introduced a greater degree of flexibility without seriously affecting central control.

Common textbooks are prescribed throughout the whole of the USSR and are kept up-to-date. To quote the words of a Russian professor, "Our education sets itself the task of creating all-round, active, determin-

ed possessors of knowledge and of the proletarian world outlook, devoted to communism and communistic morality, builders and defenders of a socialist society".

In England the idea of 'freedom in education' was accepted from the time of Locke and Mill. Though attempts had been made here and there, notably the 'Revised Code' of 1862, to supervise some aspects of education, the intervention of the State in the main has been for welfare purposes like provision of school meals and medical services.

From the very inception the Federal Government in the USA disclaimed the right to supervise education. No doubt there have been instances of State supervision, more often than not initiated on political grounds. If there is uniformity with regard to content, method and use of textbooks, it is not due to an effective State supervision, but as the result of the influence of great educational thinkers and schools of education. Agreement to

a stupendous degree is reached on educational matters based on experiment and survey.

Full Responsibility

In Ceylon the State has assumed full responsibility for the writing and publishing of all textbooks. The method of selection of writers still remains a secret. To quote from Professor J. E. Jayasuriya (vide 'Education in Ceylon', 1969):—"Belief in his own genius has made the bureaucrat prescribe in the minutest detail, by means of so-called course guides, what every teacher should say and do in the classroom, the questions he should ask and the answers that he should receive. Absolute conformity is insisted upon and no deviation is permitted. Moreover, it is proudly claimed that to repeat the same words in every classroom is the surest means of ensuring equality of educational opportunity in all the schools in the island.....

"Thought control of the pupils is attempted also thr-

ough the government textbook monopoly..... Many who had never published any work at all, not even an article in a school magazine, were crowned as authors overnight and the entire school population of the country had to use the books written by these authors. Rank careerism made the authors try to advance political ideologies and personalities through the books..... The deficiencies in the government textbooks are so many that an entire book would be needed to list them....."

We have the examples of various nations to learn from. The people as the ultimate beneficiaries of education should seriously consider whether they are to perpetuate the system of regimentation that has been set in motion. It is time public opinion is made known to the Government. Much will depend on the way people discharge their responsibility. It is never too late.

DECLARATION OF THE I.C.A.

The International Cooperative Alliance, addressing its affiliated Organisations comprising 255,508,443 members in 60 countries, on the occasion of the 48th International Cooperative Day and the 75th Anniversary of the Founding of the ICA, 19th August, 1895.

● **RECALLS** all Peace Resolutions adopted at various Congresses held since its founding in 1895 and confirms its belief that the most urgent problem in the world is the establishment of peace, for without it, human survival is threatened, and the process of economic and social development is obstructed;

● **CALLS** on governments to desist from such unilateral actions which are likely to endanger peace and instead to support and strengthen the UN in its efforts to reduce tensions by negotiations;

● **WELCOMES** Resolution 2459 (XXIII) on the Role of the Cooperative Movement in Economic and Social Development of the UN General Assembly as well as the recommendation on the Role of the Cooperatives by the International Labour Organisation as most significant documents, recognising the merits and potentialities of the World Cooperative Movement;

● **SUPPORTS** fully the objectives of the UN Second Development Decade and its member-organisations to contribute fully in the implementation of the Cooperative Development Decade, a wide-ranging collaborative programme initiated by the ICA for the development of Cooperatives in developing countries through research, technical and educational programmes, keeping in mind that the year 1970 has been declared by the UNESCO as the International Education Year;

● **REQUESTS** its affiliates to assist the FAO by ensur-

ing that well-informed national members from the countries of our affiliates will contribute to the deliberations of the Second World Food Congress, and recommend specific actions ensuring a large Cooperative contribution to the solution of the provision of adequate food supplies for all mankind;

● **AFFIRMS** IN ITS INTERNATIONAL DECLARATION OF CONSUMER RIGHTS that consumers have the right to a reasonable standard of nutrition, clothing and housing; adequate standards of safety and a healthy environment, free of pollution; access to unadulterated merchandise at fair prices and with a reasonable variety of choice; access to relevant information on goods and services,

and to education on consumer topics; and the right of the consumer to influence economic life and to democratic participation in its control;

● **ASKS** on the occasion of its 75th Anniversary to express appropriately their feelings of International Cooperative solidarity by contributing to the ICA Development Fund as generously as possible;

● **THANKS** ALL ITS AFFILIATES for their support throughout the seventy-five years of the work of the Alliance, the only Organisation entirely and exclusively dedicated to the promotion of Cooperation in all parts of the world, linking without distinction of colour or creed, all Cooperators in pursuit of Cooperative aims.

—ICA Information Bulletin

PROFITS NOT THE MAIN AIM

Making profits is not the main aim of cooperative societies and unions, said Mr. R. Rajaratnam, President, NDCF, speaking at the Annual General Meeting of the South Yalpanam MPCU Union.

Paying a tribute to the Union, he said it was a fast-growing institution providing essential services to its members. He pointed out that just as the Union should serve its affiliated societies, these societies in turn should cater fully to the needs of members.

Referring to Cooperative Banks, he said that their disappearance would jeopardise economic growth and hamper the interests of the cultivators in particular.

He assured the members that the Northern Division Cooperative Federation would give every possible assistance especially in the sphere of cooperative education.

Mr. A. Shivasunderam, in the course of his presidential

address, observed that the margin of profits in the Consumer Section was not satisfactory, though it compared favourably with that of other Unions. He said that the margin of profit should be at least 3%; the main reason for the low margin was that the profits on the sale of flour and sugar were low.

Pointing out that the margin of profit in the Textile Section was 10.8%, he said it was regrettable that only a very few of the 29 affiliated societies carried on business in textiles.

Stating that the Union's petrol station was functioning very well, he pointed out that sales were in the region of Rs. 825,000, and it was among the first five in the Jaffna Peninsula.

Mr. Shivasunderam concluded by stressing that unless members were vigilant and active no progress was possible in the cooperative sphere. In this context, cooperative education is very important, he pointed out.

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Consumers Coop Stores In Indian Universities

An important and noticeable aspect of Government policy relating to the development of the consumers' cooperative societies is to promote, finance, help and develop the consumers' cooperative stores in the universities and affiliated colleges of India. Through the centrally-sponsored scheme of consumers' cooperatives, Government of India is making sincere efforts to develop such stores in universities.

Ideals

Such cooperative stores are organised with high ideals. They are promoted with an aim to cater to the many needs of students and staff members residing in various halls of residence and staff quarters situated in the university campus. Many students require standard text-books, stationery, scientific instruments and study materials which, if purchased from book-sellers, are costly and are not easily available. Those students living in hostels require certain items—soaps, hair-oil, cosmetics, sanitary wear, tooth-brush and dental creams, shaving materials, hangers, food drinks and similar other requirements—of daily use. The household requirements are also demanded by staff members. The commodities of day-to-day use were found scarce and very costly

during the Chinese aggression and devaluation of Indian rupee. To meet such a situation, it was visualized by the Government to organize consumers' cooperative stores in the universities and affiliated colleges of India and to provide encouragement to them. Useful adjuncts of these stores can be organizing book banks and canteens and cafeteria. These are also greatly beneficial to both staff and students.

The membership of these stores is open to students and staff members; they participate in management. In the board of directors of these stores, students are given representation. By associating students in this way of cooperative and constructive activity good results are achieved. These students are given training in leadership. In the board's meeting, they discuss, take decision, make suggestions and plan programmes. This experience will prove useful to them when they will leave university as they are the leaders and cooperative map-drawers of tomorrow's India. They work with teachers, they come in closer contact with them, this promotes better and cordial relation between teacher and taught.

BY C. S. RATHOD

Baroda University, Baroda

agency such as Scheduled Banks, State Bank of India or Cooperative Banks. In this connection, it may be noted that Government does not contribute towards the share capital of these stores.

Over and above financial assistance provided by the Government as per details given above, it helps these stores to secure scarce goods from producers and manufacturers through the central and state consumers' cooperative stores. These goods are provided at a reasonable price. Further, confiscated goods are given to these stores and licence is given for purchasing foreign text-books. Under this scheme, university stores get ghee, cycle tyres and tubes, blades, dry fruits, watches, slide rules, luxury goods and many other things.

University Authorities

Organized with high ideals and assisted by the government, these stores can register better progress and yield fine results, if individual university shows sympathetic attitude towards these stores. These stores have to work in the universities and unless there is sincere appreciation of potentialities and problems of these cooperatives by the higher authorities of the university, nothing that can be said to be concrete and outstanding can be done. In other words, the university should provide fertile atmosphere for the working of these stores. They can give different types of help to these stores. They can, for example, give rent-free, or at nominal rent, building to house the store,

provide furniture and electricity, depute its accountant or clerk to write books of accounts. In the initial stages, it is difficult to get larger capital and government gives loan after the registration and starting of business activities. Under these circumstances, university can contribute towards share capital of these stores. They also can give contract to these stores for running a canteen and university publications can be sold through these stores.

Programme for Development

University stores are in the early stages of promotion and development. Government paid attention to this aspect of consumers' societies recently, particularly after Chinese aggression and devaluation of Indian rupee. Of 65 universities in India, 17 universities comprising about 25 per cent of the total universities have organized such stores in the year 1968-69. It is an objective of the Government to organize such stores in all universities by the end of 1974.

At this stage, Government and all concerned with consumers' cooperatives should remember that such stores are not the children of distress, that is, they are organized when there is distress or calamity; they are not temporary measure to overcome certain difficulties. One defect of Government policy relating to consumers' cooperatives is that it is not well-chalked out, judiciously conceived and continuously implemented. It is, therefore, earnestly urged to the government to pursue a positive, definite and long-range policy to develop such stores in the universities. It is the ambition of the Government to organize these stores in all universities and 50 per cent of affiliated colleges by 1974. This is a great task and calls for cooperation from all-University Grants Commission, individual universities, Registrar of Cooperative Societies in different states, students, university academicians and staff members. After registering the store, enthusiastic and energetic efforts must be made to increase as many members as possible. By giving advertisements in students' journals and magazines, issuing posters and banners, by giving a brief account of the store in the prospectus and by launching a membership drive, students should be informed and persuaded to become the members of the store. University academicians and staff members may also be requested to become members. This will ensure larger resources and better business to the store. If the halls of residence purchase their needs, these stores can get good market.

Such stores are organized by the elite and educated classes of the society, university teachers and students run them. By making these stores successful in all respects, they should furnish an example of 'good and ideal societies' to the cooperative movement of India. They should prove to be a source of inspiration to other con-

sumers' cooperative societies.

It may be noted that detailed and up-to-date statistical and other information about these stores is not available. It will be better if the Department of Cooperation of Ministry of Food, Agriculture, Community Development and Cooperation prepare a brief account of the working and activities of these stores and circulate it to all universities. This will give a fair idea as to what these stores are doing and stimulate and encourage research in the subject.

Concluding Observation

In a concluding observation, it will be better to give a personal touch to this article. As a managing director of the M. S. University Staff and Students' Cooperative Consumers' Store Limited, Baroda, I have found that there is enthusiastic response from students as well as staff members. Students are admitted as 'A' class members with share amount of Rs. 5 and staff members as 'B' class members with Rs. 10 as shares amount. This store supplies many of the daily needs of the students & staff members and is located near the many halls of residence of students and staff quarters. It deals in commodities such as stationery, cosmetics, hair-oils, electric lamps, dental cream, brushes and hangers, cigarettes, shaving materials, dry fruits, cloths, watches, luxury goods, tea, coffee, ghee and many other things and the prices are quite reasonable. It proposes to add new items to serve the members in a better way. The M. S. University of Baroda has given a fine rent-free building to house the store, free furniture and electricity. It has also contributed a large amount to-

wards share capital. Its operations are run economically and with minimum of expenditure. The Government has given a working capital loan of Rs. 1 lakh and managerial subsidy of Rs. 5,000. It incurred a small loss in the first year, its audit class is 'A'. In the board of directors comprising ten members, student-members have been given larger and effective, dominating and decisive representation, their numbers is six. Three teachers are on the board and one director has been nominated by the university. Student-directors show keen and lively interest in the activities of the store, they exhibit creativity and enthusiasm. The board of directors meets once a month and decisions are taken after due discussion democratically. The store has completed one year and there is a noticeable increase in sale and membership. Similarly, I have visited the Gujarat University Central Consumers' Cooperative Store. The Gujarat University has given the old spacious Senate Hall to house the office. It deals in variety of commodities and its prices are fair. Teachers and syndicate members are represented on the Board. Government has given a working capital loan of Rs. 2 lakhs. Gujarat University has given a contract to the store to run a canteen and to sell university publications. In short, given different types of help from government and university, diligence and enthusiasm from university academicians, such stores have a bright future and certainly they can acquit creditably in their work.

—The Madras Journal of Cooperation

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By-Laws To Be Amended

(Continued from page 1)

member societies could come as delegates to General Meetings of the Federation. The new amendment to Section 15 provides for the election of delegates to represent a particular society when it is being managed by a Board appointed under Section 43 of the Ordinance. The General Secretary observes "To preserve the democratic character, power is bestowed on the societies affiliated to such a member society to send a delegate to represent that Society. The Meeting to elect such delegate will be summoned by the District Union if the society concerned is a Secondary Society and by the Federation if it is any other type of member society. Provision is further made to hold such meetings annually to preserve the democratic character as the societies will then be allowed to sit on judgment on the actions of their delegate. This provision is of particular significance as meetings of such bodies are unlikely to be held otherwise".

The present by-laws of the Federation provide for a Board of Directors of 11 members elected from amongst a possible maximum of 30. The proposed amendments provide for a membership of 20 in the Board out of a General Body of about 180, enabling members to be selected from a wider field.

Three Important Aspects

There are three important aspects, states the General Secretary, in the election of the Board of Directors: "(a) all three types of members will be represented in the Board, though not proportionately, in an equitable manner. There will be 9 Directors representing Secondary Societies, 9 others representing District Unions and 2 representing All-Ceylon Societies. Viewing the composition of the Board from a regional point it will be seen that there would be two Directors each for every province irrespective of the number of societies in the

area, once the 2 Directors representing All-Ceylon Societies are excluded (b) only the delegates representing a particular type of society (Secondary or District Unions) will be eligible to stand for election to represent such societies, of an electoral area. This would ensure proper representation. (c) the most drastic change envisaged is the limiting of voting power to delegates in a particular province. The Delegates in a particular province would have a very intimate knowledge of each other and would be in a better position to select their representatives. Further as the director they select would be there to look after their interests in particular they will exercise more care in electing Board members. This will also prevent 'outsiders' from imposing persons of their choice on a particular province or the provinces with more delegates from aligning together and making a clean sweep of the elections to the Board".

Under the proposed amendments, when vacancies occur in the Board of Directors, they will be filled not by the Board of Directors as at present, but by the delegates in a particular area: this, it is felt, will be more democratic. Such vacancy will be filled within one month of its occurrence. The General Secretary states that if the vacancy is for a province, then delegates of member societies in that province could be summoned to a convenient place in that province thus avoiding undue inconvenience and expenditure. If the vacancy is for All-Ceylon Societies then the meeting could be held in Colombo.

Another feature embodied in the suggested amendments is the setting up of a Central Council which will consist of 2 Directors representing the All-Ceylon Societies and 9 members representing the 9 provinces. The functions of the present Planning and Coordinating Committee will be transferred to the Central Council.

ICA Fellowship Programme

The I.C.A. Education Centre, New Delhi, will be organising a Fellowship Programme of 3 months' duration from 17th January to 16th April 1971. The subject of the Programme will be "Cooperative Education". Three Fellows will be selected from the Region to participate in the Programme.

The main objectives of the Programme are: (1) to enable selected cooperative employees from the Region to undertake advance training in important aspects of Cooperation; (2) to train them in methods and techniques of communication; (3) to train them in developing plans for cooperative education.

The Programme aims at imparting practical training to persons who are working at the national or provincial levels and who will be responsible for the development of cooperative education in their respective country. In

AT THE HELM

The following were elected office-bearers of the Northern Division Agricultural Producers Cooperative Union: Messrs. N. T. Sivagnanam (President), S. Candiah (Vice-President) and R. Velayuthar (Treasurer).

the Programme emphasis will be laid on Cooperative Member Education and Leadership Development. Under the guidance of a supervisor, the Fellows will be required to prepare papers or undertake practical assignments on the basis of library reading and field work. The results of assignments and reports will be scrutinised and discussed at group meetings. The Fellows will also participate as Observers in the training courses, seminars, conferences etc. related to their subject of studies organised by the Centre, or by other cooperative organisations in India.

Letter to the Editor

Fish Canning Factory

Dear Sir,—With reference to the subject of "Fish Canning" referred to in your issue of 1-8-70, I think you will be interested to know that the recommendation of the French experts that the Port of Kalpitiya be chosen as the place for the first canning factory is in full agreement with the opinion expressed by the Dutch Historian Valentyn about 250 years ago.

In volume two of his work he says in reference to Kalpitiya "If there is any where abundance of fish to be had on the face of the globe, this place may be counted for one among them. Its interior large waters produces such an immense great number of fish, that they are all preserved and dried up and annually sent to Colombo, and else where by full load of champans and boats for sale."

We find here also different kinds of fruit white and brown grapes, and all different kinds of fruit, planted from the seeds of other countries".

May I also take this opportunity to congratulate you on the excellent technique of production displayed by your paper. I place it first among the newspapers of Ceylon. By technique I refer in particular to the clarity of the printing and the spacing. The general lay out and presentation is also effective and attractive. It is a great pleasure to note that a provincial paper could attain such standards and what better advertisement than this for the cooperative movement.

Yours faithfully,
J. R. SINNATAMBY,
286, Bullers Road,
Colombo 7.

Coop Movement Must Become People's Movement

The Cooperative Movement must be insulated from politics and made a real People's Movement, declared Mr. M. Vairamuttu, President, Pandaterruppu MPCU Union, addressing the members of the Northern Branch of the All-Ceylon Cooperative Employees' Federation. Mr. K. Mylvaganam presided.

He went on to say that cooperative employees must get rid of the mentality that they must depend on the Government for everything. It was the cooperative employees who had to bear the responsibility of looking after the welfare of the people and developing the economy.

Pointing out that the idea of Cooperation was not something new to the Tamils, he said the Cooperative Movement should not be content with mere words but should prove itself through deeds. He added that if Committees of Management functioned well, automatically the grievances of employees would be remedied.

Mr. Weerasena Wijayasundera, Secretary of the All-Ceylon Cooperative Employees' Federation, also spoke.

Teachers' Exchange Programme

The ICA's Regional Office at New Delhi has invited nominations for the Teachers' Exchange Programme 1970/71.

The objectives of the Programme are (a) to enable the teacher to learn about teaching methods, curricula etc. of the receiving training centre (b) to contribute to the teaching programme in the receiving training centre on the basis of the teacher's knowledge of the movement in his own country and (c) to enable the teacher to study the Cooperative Movement in the field of his specialisation.

The duration of the Programme (which was started in 1968) is four to six weeks.

The selected teacher will undertake a teaching-cum-study assignment at the receiving Cooperative Training Centre in the field of his specialisation during the period of the Programme.

TALKS ON COOPERATION

Mr. R. C. S. Cooke, Vice-President, NDCF, gave talks on Cooperation to the students of Manipay Memorial School and Katheeja Maha Vidyalayam.

Payment Delayed, Union Complains

Ration Rice Transport Not Received. For Over Ten Months Stop Societies Agitating Stop Distribution May Possibly Be Paralysed—Yarl Union.

This is the text of a telegram sent recently to the DFC Jaffna by the South Yalpanam MPCU Union.

The Union has pointed out that the transport dues payable to the Union for the period is Rs. 7,871/- and to the societies Rs. 15,699.90, making a total of Rs. 23,570.90.

The Union has stated in the letter confirming the telegram that several societies have informed it that they may be reluctantly compelled to refrain from distributing ration rice unless their dues are settled immediately and that their consumer activities (on which most of the societies exist) are being hampered considerably by this delay in payments.

The Northern Division Cooperative Federation took up this matter with the Kacheri authorities and full payment has now been made.

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