

1952

## **An Analysis of the Educative Values of the Student Cooperative Stores in the Province of Quebec**

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### **Recommended Citation**

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<https://dx.doi.org/doi:10.25774/w4-7faz-ns87>

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C'est avec fierté que l'auteur  
a dédié ce travail à la mémoire de  
Mr. Archie Garnett Ryland dont  
l'admirable dévouement à William  
and Mary et à la jeunesse a su  
promouvoir et secondar la réalisation  
de ces recherches. -

In proud homage to the late  
Mr. Archie Garnett Ryland whose initial  
encouragement to the author and whose  
unfailing aid throughout this research  
are a testimony to his devotion to  
William and Mary and to youth -

Martha-Marcell Roy -



AN ANALYSIS OF THE EDUCATIVE VALUES OF THE STUDENT  
"COOPERATIVE STORES IN THE PROVINCE OF QUEBEC"

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A Thesis

Presented to

The Faculty of the School of Education  
College of William and Mary - Virginia

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by

Marthe Marcelle Roy

August 1952

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM . . . . .	1
Statement of the problem . . . . .	1
Importance of the problem . . . . .	3
Procedure . . . . .	4
Criteria . . . . .	9
Justification of the criteria . . . . .	9
Review of the literature . . . . .	10
Organization of the thesis . . . . .	12
II. PRESENTATION OF THE DATA . . . . .	13
III. EDUCATIVE VALUES OF THE GROUP ACTIVITIES . . . . .	32
Social sense . . . . .	32
Understanding and practice of democracy . . . . .	36
Personal responsibility . . . . .	41
Economic efficiency . . . . .	43
IV. EDUCATIVE VALUES OF LEADERSHIP ACTIVITIES . . . . .	47
Social sense . . . . .	48
Understanding and practice of democracy . . . . .	52
Personal responsibility . . . . .	54
Economic efficiency . . . . .	57
Leadership . . . . .	58
V. CONCLUSIONS AND RECOMMENDATIONS . . . . .	60
BIBLIOGRAPHY . . . . .	69
APPENDIX . . . . .	72

## CHAPTER 1

### THE PROBLEM

This study has been undertaken in Canada with the intention of establishing the educational values of some of the extra-curricular activities that exist in secondary schools in the Province of Quebec. Since a school constitutes a unified whole in which every factor is oriented towards education, every part is so closely connected to the others, that it often takes its meaning in relation to the rest of the whole. This condition should be held in mind, therefore, when in a study, such as this, one element of the total school program is studied by itself.

This study will deal with the student cooperative stores as they are in the secondary schools of the Province of Quebec. An attempt will be made to find out what they are, and, from an analysis of the stated objectives, activities, and ways of operating, to show their educative values.

The study was made in the secondary College of Saint-Hyacinthe, Province of Quebec, during the academic year 1950-1951.

The intention is to show that cooperative stores by their structures and their ways of operating, carry in

themselves educative values in the field of development of a sense of responsibility, democracy, initiative, leadership and concern for the welfare of society.

The educative aspect of these institutions is not their main reason for existence. Cooperative stores exist first as an answer to an economic problem; but they are effective in relation to this problem only if the individuals working in them are carrying out a certain program of cooperative education. This work will only be concerned with the basic principles that, when well applied in a local organization, put the students in life situations which will be a real apprenticeship to life in society.

The questions of budget, commerce, goods, will be brought into the picture only in the measure in which they are related to the concepts and understandings developed by the pupils, or as a proof of their participation in the enterprise.

This investigation will not take into consideration the historical facts of the movement nor its development. The aspect of the cooperative system as a system opposite to capitalism or as organized as a national system will not be considered.

### IMPORTANCE OF THE PROBLEM

A word concerning the school system may be necessary to throw light on the importance of the problem. In French Quebec, the school system is a peculiar one. Most of the schools are parochial, conducted by monks or nuns. There is no such thing as coeducation, except in rural schools which do not go higher than ninth grade. Most of the secondary schools are boarding schools.

Because of the fact that they are boarding schools, conducted by religious orders and segregated by sex, they have a special aspect: their way of teaching is rather what Americans would call "traditionalist", and life in such groups is well ruled and disciplined. Authority, discipline, honor, culture are predominant values. Even though there is progress being made toward a better adaptation to life, for the majority, this change is in the field of methods, of different ways of making attractive the same basic principles. Even if exception is made for some of the rare schools that have been radical, which reflect local rather than general situations, the whole system remains the same.

Enterprises, called students institutions, which are independent of the educational system, have been started in which the author participated. These institutions are nume-



rous and correspond to the several problems of the students: recreational committee for the physical aspect; newspaper and cine-club for the cultural aspect; and cooperative stores for the economic aspect of student life.

The student institutions appear so much to be a real step towards life adaptation, to bring so many vital elements, to be so well-rooted now, that they seem to be the beginning of a reconstruction in the field of Canadian education. The investigator wants to help the consideration of these institutions as ranking among important structures in the education system.

#### PROCEDURE

Arrangements were made with the Federation of Student Cooperatives and with Saint-Hyacinthe College, so that the activities of the cooperative store at Saint-Hyacinthe during 1950-1951, could be used in this study. In agreement with the President of the local cooperative, the investigator required that the fact of the study should be kept confidential in order not to influence the behaviour of the students concerned.

The "proces verbal" or the minutes of every meeting are recorded according to a by-law of the cooperative,<sup>1</sup> so

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<sup>1</sup> Constitution, ch. VII, art. 2, Appendix.

this material was regarded as valid for use in this study. The investigator has gathered these minutes and chosen from them the ones most pertinent to this investigation. Then, studying these minutes in connection with the legal constitution, the purposes and activities of the cooperative store have been analysed in terms of generally accepted aims of education.

The minutes, and so forth, have been gathered from the files of the College of Saint-Hyacinthe, where records of all meetings, where all the discussions were held, as well as records of developments and changes in idea and concepts of the cooperative were kept. The minutes have to be approved by all attendants of the meeting and then signed by two persons other than the secretary.

Interviews were held with persons engaged in the enterprise in order to assure an actual picture of the experience, a good understanding of the objectives, and to be in a position to define its achievement. The persons interviewed included the President, members of the Board of Directors, and the Faculty Advisor of the cooperative under study.

The data regarding the cooperative system and its principles have been taken from publications of the Cooper-

ative Service, National Federation of Student Cooperatives, and from publications of the Superior Council of Cooperation in Quebec. In addition, the statutes and constitution of the local cooperative at Saint-Hyacinthe were studied.

The first step undertaken in this study was to discover what individual cooperatives have in common.

In order to be recognized as a cooperative, an organization must follow certain rules. As a consequence, in all cooperatives the same basic foundations will be found, the same type of organization and the same ways of operating. Every cooperative is legal organization having its statutes and constitution, and falling under the law of "The Syndicate of the Province of Quebec".

Cooperatives in Canada exist as an economic system on the adult level, as cooperatives of housing, agriculture, consumption and production. Each is considered a different sector of a larger organization called "Le Conseil Supérieur de la Coopération". The student cooperatives have their own federation which itself is a member of "Le Conseil Supérieur".

An historical fact may be necessary here. The beginning of the cooperatives in College was at the College of Nicolet, in 1941. Then the J.E.C. (Jeunesse Etudiante Catholique) conducted a campaign in 1944, and in that year twenty

new cooperatives were established. In 1947 came the Federation of the Student Cooperatives.<sup>2</sup> The constitution and statutes of each foundation took their pattern from those developed in Three Rivers College. When the Federation came, it stipulated uniform statutes. Each of the colleges submitted to the Federation a proposed constitution and statutes, and all other members studied them. Finally the Federation published a standard constitution and statutes, and as a result most of the cooperatives in colleges have the same statutes.

Examination of the statutes of four of the sixty existing cooperatives<sup>3</sup> who had developed their own constitution and statutes (other cooperatives using the statutes and constitutions published by the Federation) revealed only slight differences in such things as the name of the institution, the number of members in each committee ( proportionate to the number of members in the cooperative ) and the like.

Their activities differ in the dates of the meetings, and the topics of these meetings vary according to the local problems. The important fact for this study is that they have meetings and that they deal with their own problems.

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<sup>2</sup> Memoire presented to the Provincial Government by "La Fédération des Coopératives Étudiantes", March, 1951.

<sup>3</sup> Ibid. p.2.

As for the choice of the goods they sell, every college has to decide what will be offered. This study is concerned, therefore, with the fact that a given store has to find out for itself what its college needs are.

In view of this existing uniformity among the sixty cooperatives in the matters of organization and activities, it seems that generalizations based upon a critical study of one cooperative are justified. This study concerns itself, therefore, with one typical cooperative.

Since the educative value of cooperative stores is the subject of this study, it seems necessary to select specific aspects of democratic education that could be used as criteria in relation to which the data could be examined.

Education centers around the person himself, his relation to others, the creation and use of material wealth and socio-civic activities. "The Purposes of Education in American Democracy"<sup>4</sup> differentiates four groups of objectives of education, each of these groups being expanded in a number of subdivisions. These four groups of objectives

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<sup>4</sup> Educational Policies Commission, "The Purposes of Education in American Democracy", H.E.A. Washington D.C., 1941, p.47.

are:

- 1- Objectives of Self-Realization.
- 2- Objectives of Human Relationships.
- 3- Objectives of Economic Efficiency.
- 4- Objectives of Civic Responsibility.

For the purposes of this study, five points have been selected from these objectives and their subdivisions for special consideration. They are as follows:

a) Social Sense: personal concern in regard to the welfare of a group; the achieving of individual and common ends together with others.

b) Understanding and Practice of Democracy: human conception of the individual in society, his rights recognized by society, his duties fulfilled by himself.

c) Personal Responsibility: personal engagement in a group, individual behavior bearing consequences on the life of the group.

d) Economic Efficiency: an individual understanding of economy oriented towards service, and the ability and skill to attain efficiency.

e) Leadership individual capacity to assure coordinate effectiveness with clear understanding of the goals in group work.

These chosen aspects of education were set up as criteria and the data were analyzed in relation to them.

Activities of the group as a whole and activities of individuals in positions of leadership were analyzed in relation to the criteria in an attempt to demonstrate educative values arising from both types of activity.

Finally, the relation between these operations in such a milieu and the effects of such structures in schools in general, will be shown. Some conclusions will be drawn as to their role in education, and some statements will be made as for a better utilization in schools.

#### REVIEW OF THE LITERATURE IN THE FIELD

The student cooperative store is a relatively young thing in Canada, so the literature is not abundant. Of course, on the adult plan a great number of studies have been published by the International Bureau of Labour dealing with many forms of cooperative enterprises. A few texts have been borrowed from the International Bureau of Labour whose researches are essentially on the adult plan.

The student cooperatives exist mainly in classical colleges; because of this, the Board of Education has made no research in this field. Those colleges being affiliated with universities, and Laval being the only university having a department of Pedagogy, the investigator was unable to locate there, data treating this topic.

"La Fédération Nationale des Coopératives Étudiantes" was the only centre working along the student cooperative line and considered as competent on the matter. Its publications and work, up to now, have been in the field of organization, orientation, techniques, means of efficiency, general information, relationship between students.

A document called "Mémoire" was presented to the Government in 1951, composed of five divisions, on the historical development of the movement, activities of the federation, legal statutes, and the financial situation.

The extensive amount of general literature on cooperation or cooperative planning has been of little help because a cooperative is a structure in which the theories on principles of cooperation are applied, but are not referred to in this work.



## ORGANIZATION OF THE THESIS

In the second chapter, this study will relate in its important facts, the activities of a specific cooperative, Saint-Hyacinthe, during the year 1950-1951.

Chapter three, in the light of the data collected and analyzed, will reveal the educative achievement for all the students engaged in this institution relative to four of the criteria set up above: a) social sense, b) understanding and practice of democracy, c) personal responsibility, d) economic efficiency.

Chapter four; presents an analysis of the data collected in chapter two and will reveal the educative achievement for the students in positions of leadership in regard to the five points set up as criteria: a) social sense, b) understanding and practice of democracy, c) personal responsibility, d) economic efficiency, e) leadership.

Chapter five will show the relation of the findings in a specific school to schools in general, and will make some recommendations for a better utilization of cooperative stores in schools.

## CHAPTER IX

### PRESENTATION OF THE DATA

This chapter will deal with the operations of the store week after week. Many activities occur when a store is in operation and when many people are involved. Only events that seem pertinent to this study and are well controlled, related and accepted by the Committee, were chosen. A large place is given to the annual campaign because it reveals the real spirit, the real responsibility of the directors, and it has also an important influence on the behavior of the pupils.

PREPARATION The fiscal year of the Cooperative as stated in the statutes <sup>1</sup>, is the academic year and goes from September to June.

June the first, 1950, elections took place and the new Direction was elected for the coming year <sup>2</sup>. It was decided at the same meeting that six of those new directors or members of the executive group were to be sent to Summer Camps

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<sup>1</sup> Constitution de la Coopérative, Ch. 1, art. 7.  
Appendix.

<sup>2</sup> Cahier des Minutes du Conseil d'Administration,  
p. 64.

for an immediate preparation for their new function .

These Summer Camps are organized by "La Fédération Nationale des Coopératives Étudiantes". Students from all colleges meet there for an intensive study of the problems of their particular school. They get together, consider and discuss their past experiences. They make plans for the coming year. They develop, according to their difficulties, a certain programme to carry out in the future.

The sessions in which the author participated took place at "Lac Beauport", from August 26th to September 2nd, 1950. The leitmotif of the camp was: "Le sociétaire, le seul intéressé" (The member, first and most interested).

#### CAMP WORKING PLAN <sup>4</sup>

A- The Cooperative belongs to the "sociétaires" — therefore, it should:

1) satisfy their needs; consequently:

a) consult them: ~~INQUIRIES~~—BOARD OF SUPERVISION

b) improve the services: SERVICES

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<sup>3</sup> Ibid., p.63.

<sup>4</sup> Rapport du Camp des Coopératives Étudiantes, 1950,

2) educate them; therefore, it is imperative:

a) to understand the real notion of  
cooperatist education: EDUCATION.

b) to provide opportunities for  
cooperative acting by means of:

INITIATION OF THE MEMBERS

STUDY MEETINGS -- FORUMS

UTILIZATION OF THE BENEFITS

CAMPAIGN OF COOPERATION

B- The directors work for the "sociétaires", they  
should therefore:

1) understand their mission:

a) social mission of the "sociétaire".

b) mission of responsible citizen of the  
student world.

c) mission of responsibility as a delegate  
of the "sociétaires".

2) do their best in fulfilling their duties:

a) ADMINISTRATION

b) BOOK-KEEPING

c) SECRETARYSHIP

Returning to school in September, the local activities started.

#### ORGANIZATION

In a Cooperative the members delegate certain administrative powers to a few persons who have to account for their activities.

The Administration consists of two boards:

1. The Board of Administration, "Conseil d'Administration".
2. The Board of Supervision, "Conseil de Surveillance".

The Board of Administration has nine members.<sup>5</sup> In Saint-Hyacinthe, they were chosen by the General Assembly of the members, in June, and from them were elected a President, a Vice-President, a Treasurer, a Secretary.<sup>6</sup> Different Services are dependent upon this Board.

The Board of Supervision has three members who are not members of the Board of Administrators.<sup>7</sup>

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<sup>5</sup> Constitution de la Coopérative, ch. 6, art. 37, Appendix.

<sup>6</sup> Ibid., art. 47, Appendix.

<sup>7</sup> Ibid., art. 39, Appendix.

## OPERATION OF THE COOPERATIVE STORE

When the college opened in September, everything was ready to start. On the first day of school the store was in operation.

THE STORE: The store has different sectors called services:

Service of Books (reading -- cultural books)

Service of "Gouté" (light lunch)

Service of Goods and Supplies (school material, except new text books; drug store goods; shoes, gloves, hats.)<sup>8</sup>

Service of second-hand text books.

MEMBERS OF THE COOPERATIVE: In order to be a member of the society, to become an owner with others, at least one share of stock in the cooperative store must be bought by the pupil. At Saint-Hyacinthe, the value is placed at one dollar per share.<sup>9</sup> However, regardless of the number of shares owned by a pupil, he has only one vote in the General Assembly.<sup>10</sup>

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<sup>8</sup> Inventory 1950, "Archives du Collège".

<sup>9</sup> Constitution de la Coopération, ch. 4, art. 26, Appendix.

<sup>10</sup> Ibid., ch. 5, art. 43, Appendix.

BEGINNING OF THE MEETINGS: The second day of school after a meeting of the Board of Directors with the Faculty Advisor, the President of the Board announced that the Organization was open for memberships.

SEPTEMBER 17th: First official meeting of the Administration Board. It was decided that:

- a) The different Services give a report of their activities, every week, to the Board of Administration.
- b) Two students were to be in charge of the cleaning of the store room.
- c) No one should be in the store after the ringing of the period bell.
- d) The President should call together the new-comers in the college, to tell them the aims of the cooperative, its advantages, its reason of existence, the way to become a member, and invite the students to become participating members. <sup>12, 13.</sup>

September 24th: After consultation with the members, the Board of Administration decided:

- a) to give one or two buns, or a drink, to the clerks

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<sup>12</sup> Cahier des Minutes, Sept. 17, p. 65.

<sup>13</sup> Constitution de la Cooperative, ch.2, art. 9, Appendix.

because the clerks in the store were students working there, receiving no payment for their services.

b) to turn over the total money collected from the sale of second-hand books to the person selling these books through the store.

c) to form a Committee of Education responsible for the initiation of the new members and further education of the others on the subject of cooperation. They named a boy, J.B., head of that committee.<sup>14</sup>

By the end of September, the Cooperative had sold 423 shares in a school of 630 students.

October 1st. It was decided by the Board to send a delegate to attend a national congress of the Student Cooperatives, held in Montreal on the 14th and 15th of October.

A special meeting for the Board of Administration was called to consider their responsibility, their role in the college, their effectiveness.<sup>15</sup>

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<sup>14</sup> Cahier des Minutes, Sept. 24, p. 67.

<sup>15</sup> Ibid., Oct. 1, p. 69.



October 23rd A common need for a more intensive study of the principles of cooperation was felt by the Board so it was proposed to start regular Board meetings to study these principles.<sup>16</sup>

October 29th Among other practical details it was decided by the Board that in order to help the members to become real cooperatists and to understand the meaning of their participation, every week there would be a forum to discuss various points of the cooperative system.<sup>17</sup>

By the end of October, there were five new members, bringing to 427 the total number of members.

November 19th Plans were made for the General Assembly which will take place on December 6th.<sup>18</sup>

The General Assembly is a very important activity. The Cooperative belongs to the "associetaires", and they have to govern it. So, the main decisions should be made there in the General Assembly. Every vote is important, every decision has to be reflected upon so that the result will be for the best of the whole group.

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<sup>16</sup> Ibid., Oct. 22, p. 71.

<sup>17</sup> Ibid., Oct. 29, p. 72.

<sup>18</sup> Ibid., Nov. 19, p. 74.

The members must be informed on the financial status of the enterprise, consulted on the forthcoming developments<sup>19</sup> and given opportunity to offer any suggestions or to make requests, whatever the case may be.

A plan to promote the service of cultural books was stipulated: to make provision for a book of the month.<sup>20</sup>

December 3rd The Administration Board agreed to participate in a campaign organized in the college. Each day an institution of the school, such as: the recreational committee, the cine-club and the newspaper staff, was to have its day too.<sup>21</sup> A special committee was created by the Board for this undertaking.

The Service of Goods and Supplies asked for a sale of overshoes to dispose of accumulated stock.

At the suggestion of the boys, a new type of doughnut replaced the old type.<sup>22</sup>

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<sup>19</sup> Constitution de la Cooperative, ch.8, art. 59, Appendix.

<sup>20</sup> Cahier des Minutes, Dec. 3, p. 76.

<sup>21</sup> Ibid., Dec. 3, p. 76.

<sup>22</sup> Ibid., Dec. 3, p. 76.

December 17th: The Board of Administration elected a Chairman of a Committee which will be in charge of the campaign on Cooperation that was to take place at the end of January.<sup>23</sup>

A study by the group of the "Fond d'education"<sup>24</sup> was made. This Education Fund will be explained in the next chapter.

January 14th: Arrangements were made with a local store, to liquidate the excess stock of overshoes.

New plans were set up and approved for the coming campaign.<sup>25</sup>

January 28th: The next General Assembly, it was agreed by the Board, will have a lecture by a special guest well known in the world of Cooperatives.

The Book Service will also have something new,<sup>26</sup> volumes on the subject of Cooperatives. This was decided upon by the Board of Administration.

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<sup>23</sup> Ibid., Dec. 17, p. 79.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid., Jan. 14, p. 80.

<sup>26</sup> Ibid., Jan. 28, p. 80.

January 30th "The Campaign". There were three intense days of propaganda, meetings, posters, recreational organizations, cultural plays, exhibitions. The whole school was mobilised. The purposes of the campaign were: first, to help the student body to realize the existence of this organization in the school, to see what it was doing; second, to have the students become aware of the power of union, the services that every member was performing for the benefit of all the students; third, to make each individual member realize that he was part owner, that he was responsible for the efficiency of this whole organization; fourth, to educate all boys in the school in the performance of their duties in the cooperative.

The theme of the campaign was "Le societaire, premier interesse", (the member, first and only interested). This leitmotif was the same as that adopted at the National Summer Session, <sup>27</sup>

The campaign was opened with a speech by the President:

The campaign is planned to stimulate and to intensify the cooperatist spirit . . .

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<sup>27</sup> Report of the Summer Camps published by the Federation of the Students Cooperative Movement, 1950, p. 7.

The member, the true member, either through interest in extending the cooperative movement, or through personal interest, considers it his duty to be informed on the origins, the history, the methods and the principles of cooperation.

Our cooperative is not only a little store, it is a common enterprise to help solve an economic problem, help acquire a right knowledge on the subject, and by this become conscious of our solidarity and learn in a practical way how to help one another. <sup>25</sup>

First day of the campaign! The member, an owner.

The Cooperative is a free association of persons owning, in common, an enterprise. It belongs to each and everyone by a voluntary adhesion in placing themselves at the service of the community and of their fellow companions, (no one is forced to become a member of the Cooperative). Secondly, the member confirms his rights of possession by the investment in capital shares. The Cooperative is a common enterprise; so, the members themselves have to supply the money.

As owner, the member has rights and obligations as well. What are his rights? The Cooperative store should furnish useful goods, articles needed; when there is a lack on this point, any active member should take upon himself to advise of this condition, in his own interest and in the

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<sup>25</sup> Extract from a speech -- P.P. Beauregard -- original manuscript kept in the archives of the college of Saint-Hyacinthe.

interest of all members. He also has a right to share the benefits because he has contributed financially. <sup>29</sup>

What are the obligations? He ought to know what his Cooperative is, and play an active part in it. To know it means to be aware of the reason for its existence, its principles, its ways of operating. Its principles are essentially democratic, where the superiority of man can be clearly established above the value of money. To be active means to be able to give a personal opinion regarding any prospective undertaking, to back up the Board of Administration in any possible way, <sup>30</sup> to give pertinent advice, to participate in all activities.

Second day of the campaign: "Le sociétaire, consommateur" (the member, a consumer), was the theme. The Cooperative is an economic enterprise at the service of its members. It aims to facilitate for its members the buying of articles required for their work as students, and helps them in this way. Without the "sociétaires", the Cooperative would have no reason to exist because they are the consumers.

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<sup>29</sup> Paraphrase of a document memoir program giving the theme of the first day, archives du Collège de Saint-Hyacinthe.

<sup>30</sup>

Ibid.

Being a consumer, the member has rights and obligations. He has the right to expect that the Cooperative will see that his material needs will be satisfied. He has the right to expect that the administrators whom he has chosen will preserve his interests, and also has the right to pay the same price as he would pay at any other store and to receive good quality.

The obligations of members are: he should buy at the Cooperative Store, he should help the administrators by making suggestions for new articles needed; his criticisms should be constructive, he should assist at meetings in debating the consumer's rights.<sup>31</sup>

Third day of the campaign: "Le sociétaire, co-propriétaire, co-consommateur" (the member, a co-owner and co-consumer), was the theme.

The associates should coordinate and direct their efforts towards a common action, which is their enterprise. Being all owners, they all play a part in the administration by their vote; they choose the officials to whom they will entrust their problems. It is the duty of the member to respect and increase his right of property for the general

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<sup>31</sup> Ibid., second day.

welfare of the community, and not in a selfish interest. He also should contribute to the material prosperity of the group, even at the price of sacrifice. <sup>32</sup>

February 11th: The Board of Administration decided that:

A new type of doughnut will be sold.

The store will sell the College Crest.

Discussion: Means of informing the members.

Discussion: Participation in the National Federation. <sup>33</sup>

March 11th: Authorization was given by the Board for a new boy -- R.B. -- to sign the cheques. <sup>34</sup>

April 9th: Change of day for the meetings was agreed upon by the Board; Monday night will be adopted instead of Sunday night.

There was a special week called "La semaine etudiante" (the week of the student) in the college. The Cooperative delegated the members belonging to the class of "Belles Lettres" (Freshmen), to participate and represent the institution. <sup>35</sup>

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<sup>32</sup> Ibid., Third day.

<sup>33</sup> Cahier des Minutes, p. 83.

<sup>34</sup> Ibid, p. 85.

<sup>35</sup> Ibid, p. 87.



April 7th: Proposal of members eligible to become directors for the coming year was made.<sup>36</sup>

April 9th: The new Chairman of the Education Committee submitted his work plan for the coming year. He was to choose three boys in Verification Class, who would in turn form a group among the younger boys in the Elements Class, and ask their participation in the educational work.<sup>37</sup>

May 1st: Decision was reached by the Board that on days of change the store will close at four o'clock.

Examination of delegates to be sent to the National Summer Camps was also part of the decisions.<sup>38</sup>

At the end of the year the Board of Administration presented statements showing the financial condition of the Cooperative. Its statements are as follows:

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<sup>36</sup> Ibid., p.88.

<sup>37</sup> Ibid., p.89.

<sup>38</sup> Ibid., p.92.

COOPERATIVE DU SEMINAIRE

STAT DES OPERATIONS POUR LA PERIODE:

DU 11 MAI 1950 AU 15 MAI 1951

VENTES DE LA PERIODE:

Aux societaires inscrites	\$3332.69	
Aux societaires non-inscrites	2680.18	
Aux non-societaires	3006.44	\$9019.31

COUT DES VENTES:

Stock des marchandises au 11 mai, 1950		\$2706.78
Achats en haut	\$2979.90	
Achats en bas	3618.66	7618.56
		<u>\$10325.34</u>

PROFIT BRUT:

FRAIS D'EXPLOITATION:

Collation aux ocuans	\$ 225.63	
Loyer	100.00	
Frais d'administration	58.43	
Depreciation du mobilier	26.59	
Dons	12.00	422.65
		<u>\$1104.17</u>

AUTRES REVENUS:

Taxe sur part d'entree	\$ 39.50	
Interet recettes	5.83	45.33
		<u>\$85.33</u>

PROFIT NET DE LA PERIODE

\$1149.50

COOPERATIVE DU GEMINAINE

BILAN AU 15 MAI 1951

ACTIF:

DISPONIBILITES:

Dépot en circulation	\$ 189.25	
Caisse populaire	1737.80	
Caisse Fond-d'Education	138.31	
Caisse	58.00	
Petite caisse	2.52	
Factures à percevoir	5.79	
Dû par les fournisseurs	21.23	
Stock de marchandises	<u>2832.85</u>	\$4985.75

IMMOBILISES:

Mobilier	531.70	
Réserve pour dépréciation	<u>184.76</u>	346.94

PLACEMENTS:

Parts sociales	110.00	
Prêt. Fédération des Coop.	<u>200.00</u>	<u>310.00</u>

\$5642.69

PASSIF:

EXIGIBILITES:

Chèques en circulation	996.36	
Comptes à payer	150.70	
Ristourne à payer	<u>862.13</u>	\$2009.19

BILLET A LA CAISSE POPULAIRE:

304.00

VALEUR NETTE:

Capital-social \$ 727.35

SURPLUS:

Réserve statutaire accumulée	325.92	
Réserve fonds d'éducation "	209.57	
Réserve fond social "	87.10	
Surplus accumulé	<u>1978.56</u>	\$2601.15
		<u>3328.50</u>

TOTAL DU PASSIF ET VALEUR NETTE:

\$5642.69

**BILAN (suite)**

**A PARTAGER:**

Ristourne	\$ 416.58	
Interêt sur part si plus de une	13.42	
Ristourne donnée par J.-D. Desrosiers	<u>185.47</u>	\$ 615.47

**A VERSER AUX RESERVES:**

Fonds d'éducation et fonds social de l'année 1950-51	\$229.90	
Reserve statutaire de l'année 1950-51	<u>57.47</u>	\$ 287.37

**A L'AVOIR-PROPRE:**

\$ 246.66

\$1149.50

## CHAPTER III

### EDUCATIVE VALUES OF THE GROUP ACTIVITIES

The preceding chapter has related the facts and activities that took place in the regular school year 1950-51. The next two chapters will be concerned with the demonstration of how those activities inside the cooperative store have been educative. Chapter III will use the criteria set up in Chapter I, with respect to the activities of all the student members of the cooperative store. According to the criteria, those activities will be classified as those involving: A) Social sense, b) understanding and practice of democracy, c) personal responsibility, and d) economic efficiency.

#### SOCIAL SENSE

Since the individual is a member of the society, having to live with others, he has to learn how to act, how to live with them. Everyone of his acts will have to take that into consideration; there is a way of achieving his proper aim with others, helping them and receiving help from them at the same time.

In the Province of Quebec, as mentioned previously, the majority of the schools are boarding schools where students spend months together in a well-regulated life,

where their conduct is subjected to the control of authority, where little is left in their hands except for a few occasional insignificant and limited responsibilities. How can they really learn to live with their fellows in a way that will not be compulsory? How can they be trained to share willingly in cultural and material plans? Merle Curti, commenting on John Dewey's opinion in this connection, says:

For Dewey as for many of his predecessors, the school was to break down class barriers and distinctions. The new note is his insistence that these barriers are due to the traditional and false separation between knowing and doing, and that by the fusion such class distinctions can be, in part, obliterated; and that particularly the school is to reconstruct society by concentrating developing factors in community life which are not yet dominant.

Dewey himself has said:

School reward and fear of punishment with their undemocratic and competitive implications will not be necessary if children feel the glow of positive achievement in doing things. The assumption is that cooperative activities will develop not only the positive virtues of energy and originality,<sup>2</sup> but also those of sharing and helpfulness.

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<sup>1</sup> Curti Merle: "The Social Ideas of American Education" Charles Scribner and Son, 1935, p. 524.

<sup>2</sup> Dewey John "Schools of Tomorrow", New York, 1915, pp. 298-299.

Elsewhere, Dewey says again that through cooperative action we will obtain a real education "in remaking social conditions into something worthier of man and of life".<sup>3</sup> New institutions that will give the student the opportunity of acting freely, in common with others, will be at a man's measure and will help him to become socially minded.

The fact that, without any pressure, the student becomes a member of such an association as the cooperative store by buying a share for one dollar<sup>4</sup> makes him co-owner, and will constitute the existence of a store which will answer this individual's needs and will bring to others the means of satisfying their own. This structure itself is social.

In two ways the member acts socially; first, by his consent; secondly, by his money. Of course, this money could be invested there as any other loan or placement, but, the rate of interest cannot be a motive because it is very low,<sup>5</sup> and the share does not entitle the owner to participate in proportion in the profits of the store. This point will be explained later.

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<sup>3</sup> Dewey John: "Philosophy and Education" in Paul A. Schiepp, ed. Higher Education faces the future, New York, 1930, pp. 262-263.

<sup>4</sup> Constitution de la cooperative, ch.5, art.26 Appendix

<sup>5</sup> Constitution de la Cooperative, ch.9, art.62, Appendix

Before becoming a member, a boy realizes what is meant by membership. In Chapter II, it is pointed out that as a means of informing them, the President met the new-comers before they bought their share.<sup>6</sup> A special committee was constituted to promote cooperatist education with the aim to have members conscious of their behavior.<sup>7</sup> Special forums took place every week.<sup>8</sup>

The structures themselves provide situations with a social meaning in every day behavior. But it is important that the members be made conscious of the measure and consequences of their economic engagement and activities.

The College of Saint-Hyacinthe has done much in ways of helping the information and personal engagement. To be socially minded means not only to recognize that one is a member of a human society, but to recognize it as a challenge provoking engagement of the person and of his interests. The College had 423 members personally and materially engaged in a social structure.

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<sup>6</sup> Cf. Chapter II, p. 18.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid., p.20.



UNDERSTANDING AND PRACTICE OF DEMOCRACY

It is almost impossible to speak of a social sense apart from a democratic sense. It is a corollary. There is no need to establish the value of democracy, nor how it is regarded as a way of life to which everyone aims. The "Bureau International du Travail" says:

Any process that has a trend to reduce a nation to the state of disarticulated crowd, exposes this nation to be too easily handled by a propaganda of obsession and finally to lose the sense of responsibility; to be dispoiled of its means of control and even of its freedom of thought. The replica to this menace of which Contemporary History has shown the gravity, and the sanest foundation layer of real democracy is the multiplicity of little groups gifted of life and autonomous activities freely responsible and freely solidarian between themselves. Among the cells made young again of social tissue, reorganized and revived, the cooperative organizations of all categories will have a role to play as center of democratic life towards the common welfare. <sup>9</sup>

It is an accepted fact that the best way to learn democracy and to acquire the qualifications required, and to live in democratic structures. A democratic structure would be one in which individuals are considered as humans having intelligence, a structure in which the rights of the

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<sup>9</sup> Bureau International du Travail, "Problèmes de relèvement et de reconstruction" Montreal, 1945, série "H", No. 5, p.154.

individuals are respected, and one that will assure a common welfare to the society. Is the Cooperative Store in Saint-Hyacinthe, really a democratic structure?

How the Cooperative Store is a democratic structure.

The constitutions themselves have made a point of having a democratic mechanism in the organization. Three points are significant:

1. Membership is optional; only those who so desire become members, and also all those who want to participate are accepted. <sup>10</sup>

2. The members vote; each member has the right to one vote, whatever his number of shares may be. <sup>11</sup>

3. The final control remains with the member. <sup>12</sup>

The "Bureau International du Travail" has insisted on the democratic value of popular authentic institutions like cooperative stores:

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<sup>10</sup> Constitution de la Coopérative, ch.11, art.9, Appendix  
<sup>11</sup> Ibid., ch.11, art. 10, Appendix.  
<sup>12</sup> Ibid.

To bring the constitutive elements indispensable to the democratic social body, to be used as joining organon between the individuals and the collectivity, are not the only roles attributed to the institutions in the edification of democracy. There is another considered probably even more fundamental by organizers. They estimate that there cannot be any real reconstruction in general, and in particular, any democratic reconstruction without a broad positive effort of re-education, because that which the democracies need most is well-informed and active citizens. It is inside the popular authentic institutions that the habits of passive obedience could be the most easily and rapidly dissolved, and the sense of discipline and democratic responsibility be reconstructed. 13

That each pupil can have but one vote is a fact which gives importance to the person and to intelligence in the control of the enterprise instead of giving it to the money involved. The Cooperative considers each individual as an important unit in its direction and has confidence that it will reveal the form of the community's welfare. Each individual may feel a worthy part in this business belonging to him together with the others. He also feels responsible for sharing in the decisions; this makes a challenge for him to be well-informed and to really engage his intelligence and his resources in the success of the organization. Indeed,

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<sup>13</sup> Bureau International du Travail, op. cit. p. 185.

it corresponds to what the "Bureau International du Travail" presents as a highly educative situation.

### Utilization of Money

The Cooperative store is also democratic in its utilization of the money. It has been pointed out previously that the Cooperative is a store belonging to the students, but that the store sells at the same price as any other store.<sup>14</sup> The store has the privilege of buying wholesale and getting discounts on purchases. The profits realized at the end of the year by the store are not divided among share-holders. A certain dividend is paid on the money invested as shares (not on the first share, but on the others<sup>15</sup>). One may have as many as twenty shares, but no more.<sup>16</sup> This dividend is usually fixed at two per-cent. The College of Saint-Hyacinthe paid \$13.42, which represented the total sum of all interest paid on each share sold for the year 1950-51.<sup>17</sup>

Another part, twenty per-cent of the profits is allocated to the Education Fund. It is required by Statute that a part of the profits should be dedicated to educational

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<sup>14</sup> Cf. Chapter II, p.26.

<sup>15</sup> Constitution de la Coopérative, ch.III, art.62 Appendix

<sup>16</sup> Ibid., ch.IV, art.28, Appendix

<sup>17</sup> Cf. post, Bilan, ch.II, p.28.

purpose. This money is used for the College organizations or for buying something useful for the education of the students, for intellectual, social, cultural advancement of the pupils, or, any other activity helping the college as a whole: to rent films or buy books, or to subscribe to magazines, to engage a lecturer, to sponsor a concert. This fund is administered by a special board<sup>18</sup> but there is a definite use of five per-cent of the amount to send boys, newly elected as officers, to the National Camp during Summer.<sup>19</sup>

The Bilan of Saint-Hyacinthe states that the Education Fund was \$229.90, at the end of the year. It is rather note-worthy that young boys consent to relinquish such a part of their profits for a social use. Every time they buy at the store they are increasing the amount of this Fund. This is a contribution to solidarity.

The rest of the profits are divided among consumers. It is what is called "ristourne". This money is distributed in proportion to the amount of buying each student has done.

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<sup>18</sup> Constitution de la Cooperative, ch. IX, art.63,  
Appendix.  
<sup>19</sup> Ibid.

In Saint-Nicolas in 1950-51, the gross amount of sales was \$9019.31.<sup>20</sup> If the profits were \$1149.50,<sup>21</sup> the boy who bought \$40. worth of merchandise, will share in this proportion:

$$\frac{\$1149.50}{\$9019.31} \times \$40. = \$5.19$$

Any time a boy buys whatever he needs from the store, eventhough he pays the same price he would pay anywhere else, he knows he is increasing his benefits and the amount of benefits his fellows will also receive. This is another point of conscious solidarity in which the rights of the individuals are well served.

#### PERSONAL RESPONSIBILITY

The development of a sense of responsibility is a characteristic of an individual that is very closely connected with those previously studied. The sense of responsibility is the personal engagement in life in society as a result of a real consciousness, a clear insight

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<sup>20</sup> Cf. post Bilan, ch.II, p.29.

<sup>21</sup> Ibid.

into the meaning of human life achieving its ends inside of a democracy.

Speaking of the use of one's responsibilities, the "Bureau International du Travail" says:

To know the significance of the use of freedom, to recognize and to use one's responsibility, is what defines the behavior of a citizen in a democracy. The reconstruction and the maintaining of national cohesions, the disposition of international human relations, the expansion of large civilizations, suppose moreover a vigorous sense of the identity of interests, a perception of common aims, a sense of interdependency, and a will of solidarity. <sup>22</sup>

The Cooperative organization with its common action always increased by the every day practice of rights and obligations, seems to be of a nature to promote attitudes of social responsibility. Thus, at the same time the development of democratic economy that the cooperative sustains by its ethics, by its methods, by its organization, and the cooperatist education experienced before, during and after the action, contribute evidently to form in the midst of democracies, responsible personalities.

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<sup>22</sup> Bureau International du Travail, op. cit. p. 186.

This responsible personality would be the one who accepts his role of individual among a group, accepts the fact that his acts will have or ought to have consequences upon his fellows, and is ready to face or to bear them. As engaged in the cooperative, when a member makes a choice of certain products, certain goods to be sold, he has to choose the best ones, those which will best satisfy all consumers. It is a responsibility. If the store is going to sell something to eat for instance, it has to preserve the health of the students; instead of selling soft drinks which in the long run can do some harm, at the College of Saint-Hyacinthe the students decided to offer something nourishing like chocolate milk; they also offered doughnuts. Chapter II of this study revealed that the boys of Saint-Hyacinthe asked for a new type of doughnut. To learn what to choose for the best interest of others, to consider the health of a group up to that point and be willing to sacrifice one's preference, is a definite evidence of education.

#### ECONOMIC EFFICIENCY

The problem of money is often looked upon as secondary by the students called intellectual; for others it is

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<sup>23</sup> Constitution de la Coöperative, ch.II, art.12,  
Appendix.

<sup>24</sup> Cf. Chapter II, p.21.



something to acquire by all means, and one can find a number of false attitudes. The integration of the value of money in a set of regular values is not accomplished automatically by becoming an adult. Training on this point, in school, is as important as any other educational training. Economic education will consist in helping the students better to understand the difference between an economy oriented toward profits and an economy oriented toward service.

Again, the best way to learn an oriented and intelligent economy is to live in situations where economic problems are to be faced along with all the other problems of regular student life, and the use of money be at the service of human needs and of human community. This is the attitude of the Cooperative found all through the data. A group of boys putting their money together in order to obtain a better utilization of it, using it in ways which will best help the majority of students to satisfy their physical needs (service of canteen), intellectual needs (service of library and of second hand books), and material needs (service of the store).<sup>25</sup>

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<sup>25</sup> Ibid., p. 17.

The fact that a group of boys in carrying on economic transactions, must deal with economic problems, is a source of information on economic business. They get acquainted with the international systems and they feel a need for more information. On this point the College of Saint-Hyacinthe has carried out a program of education. The committee of education, which has organized different meetings by class, aimed to bring a certain consciousness of responsibilities but also to bring information on economics in general.<sup>26</sup>

A man from outside the school also came as a special guest to give a lecture on what is going on in the economic adult world.<sup>27</sup> As a complement, the cooperative provides a library for information and subscriptions to important magazines and reviews published by "Le Conseil Supérieur de la Cooperation" and by "La Fédération des Coopératives Etudiantes".

The preceding paragraphs have demonstrated that the structures of the Cooperative store were social and democratic. By its functioning, the cooperative store places the students in situations where their activities carry a special

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<sup>26</sup> Ibid., p.20.

<sup>27</sup> Ibid., p.22.

significance, where having acquired the sense of an economy oriented towards service, the students are given opportunities of acting like men, and where they use those opportunities as individuals aware of the welfare of the student community.

## CHAPTER IV

### EDUCATIVE VALUES OF LEADERSHIP ACTIVITIES

In the preceding Chapter, the educative values of the Cooperative Store of Saint-Hyacinthe were revealed in regard to the mass of students participating as members. The present chapter will be concerned with the educative values of the same Cooperative but in respect to the administrators.

In Chapter II, it was pointed out that the members delegated their power for the immediate administration of the Cooperative;<sup>1</sup> and that they elected the members of a Board of Administration consisting of nine members.<sup>2</sup> Six of these members were chosen from the six upper classes of the school. The three others were elected from the lower classes.<sup>3</sup> This manner of choice permits an adequate representation of the whole school.

Besides the Board of Administration there was the Board of Supervision, made up of three members.

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<sup>1</sup> Cf. Chapter II, p. 16.

<sup>2</sup> Ibid., p. 16.

<sup>3</sup> Constitutions de la Coopérative, ch. VI, art. 38, Appendix.

Different Services were also established depending upon the Administration Board. These services were listed in Chapter II.<sup>4</sup> These four services, each operated by a committee of at least three members (sometimes many more), add to the total at least twelve persons in positions of leadership.

Considering the Board and the Services, approximately twenty-four persons are engaged in different activities, assuming administrative responsibilities. This category of leaders is important enough to study their activities since they have a different meaning than they have for those who are not by function in the actual management of the business. The sense of democracy, responsibility, or, economy, take a special form, operate in a special way and have special means of expression. Here again the same division as in Chapter III will be kept in analysing the data in regard to the criteria set up in Chapter I. Consideration will be first on: a) the social sense; b) understanding and practice of democracy; c) personal responsibility; d) the economic efficiency and finally e) leadership.

#### SOCIAL SENSE

For students to accept such a charge as the direction of the Cooperative was not a lucrative one; in fact, students

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<sup>4</sup> Cf. Chapter II, p. 17.

were not paid for their work.<sup>5</sup>

Little by little the students in position of leadership learn what it is to act in the name of others. They are personally concerned with the welfare of the school. Such responsibility requires a social mind and a social heart to give so much time and effort in meetings, and to carry so many responsibility, also, to be aware that the welfare of a group is depending upon their acts. Through "Le Cahier des Minutes", it is possible to see that every week a meeting was held. A boy who would not feel a profound solidarity with others would not keep that rythm during the whole academic year. After three absences from those meetings, an administrator was dismissed.<sup>6</sup> At the College, no one has been removed from his office. The influential motives for such an assiduity cannot be to please the authorities, because they are not present at the meetings; it can not be personal ambition, because the group is there to prevent such a thing, neutralize influence and protect the common welfare. Such an attitude would not be tolerated anymore than passivity; for otherwise, the business would fall to decay.

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<sup>5</sup> Constitution de la Coopérative, ch. VI, art. 45, Appendix.

<sup>6</sup> Ibid., ch. VI, art. 40, Appendix.

The fact that the College has kept the administrators is a proof that there was a movement of education and of initiation to a social sense. Elsewhere in this study was it not disclosed that certain meetings of the Committee dealt with the study of their positions and responsibilities?<sup>7</sup>

To be able to work with one's fellows and to discuss and make plans which can be rejected or not entirely accepted when confronted with actual needs, is surely an apprenticeship. To learn to carry in one's self the problems of a group so as to try to bring them to some form of a solution is also education to the social sense.

All the propositions made in each meeting were brought up by the boys of these committees, and every article of the minutes of their meetings could be quoted here as evidence of what is said above.

The cooperative ranking among the structures of a school and being at the service of the school community, has a role to play as an organization among other organizations. The directors have to be aware of the situation in the school, to be ready to participate to any group activities, to remain

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<sup>7</sup> Cf. Chapter II, P. 19.

in contact with other organizations, such as, newspapers, recreational committees, athletic and cultural groups; they also have to supply material needed to sponsor activities and to promote new ideas.

In October, the Cooperative of Saint-Hyacinthe, under the leadership of its directors, participated in a local campaign in the school;<sup>8</sup> in December, the same directors put on a campaign on cooperatism for the benefit of all the students.<sup>9</sup> With April came "La Semaine Etudiante"; a week celebrated in all schools of the Province, to which the Cooperative brought help.<sup>10</sup> Being a member of "La Federation National des Cooperatives Etudiantes", the Cooperative needs directors who can understand the meaning of belonging to a larger frame, who have wide horizons, who can support the National Federation, and who can preserve the local interests. On the eleventh of February, the Board of Administrators discussed the possibilities in this field.<sup>11</sup>

To this list of facts showing a definite preoccupation with student life, can be added the one related in April: a

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<sup>8</sup> Ibid., p. 21.  
<sup>9</sup> Ibid., p. 22.  
<sup>10</sup> Ibid., p. 27.  
<sup>11</sup> Ibid., p. 27.



change in the day of the meetings, which came after a consideration of the actual circumstances in the school.<sup>12</sup>

A few details regarding the general set-up of the school, its discipline, the public order, have been considered in the meetings of the Board; for instance, not keeping anyone in the store room after the period bell has rung,<sup>13</sup> or, having someone in charge of the cleaning of the room,<sup>14</sup> or, closing the store at a certain time on days of conge.<sup>15</sup>

These special details mentioned above, corroborate what has been said above, that the Cooperative is a school of training for a social sense, and has in fact so trained its administrators.

#### UNDERSTANDING AND PRACTICE OF DEMOCRACY

The democratic sense takes a new form for those who are in charge of an organization. It is the way of executing people's desires, having found out from them what their needs are and helping them to come to the conclusions which are the real answers for the common welfare. This is not an easy task, and it constitutes quite difficult psychological

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<sup>12</sup> Ibid., p. 27.  
<sup>13</sup> Ibid., p. 18.  
<sup>14</sup> Ibid.,  
<sup>15</sup> Ibid., p. 28.

training. There comes the necessity for the administrators

training. There comes the necessity for the administrators to have means of knowing the needs. Sometimes they undertake inquiries, but most of the work is done by personal contacts. Is it not an aspect of the education for democracy to learn to take into consideration every suggestion brought up, or any point mentioned?

Any product, any goods sold at the store have been offered after a felt need in the school. Any change, as seen in Chapter II, was the result of a wish or a need among the students; to change type of doughnuts,<sup>17</sup> to give a lunch to the employees,<sup>18</sup> to sell the school crest,<sup>19</sup> to create a Service of propaganda for books, and to organize the Book of the Month,<sup>20</sup>

It is often a temptation for any individual who has a position of leadership, to carry out his own point of view and to impose things on others for improvement which may not meet the actual needs. The fact that the leaders are working in a group will insure a certain balance, forestall violation of any rights, and keep the enterprise from becoming

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<sup>17</sup> Ibid., pp. 21-27

<sup>18</sup> Ibid., p. 18.

<sup>19</sup> Ibid., p. 27.

<sup>20</sup> Ibid., p. 21.

a regular business in which human personality is dominated, individual needs not met, and artificial structures added to the already heavy load a school has.

Surely, intellectually each student will learn how to discuss with others, will be able to see that everyone's opinion is important; however, he has to learn how to do it. If the Cooperative puts him in a study meeting where he is interested and engaged, every meeting will be a training in which he will acquire flexibility and respect for others' opinions. It will often be a necessity for him, if he has a good idea, to help others understand it and to share his point of view. Other members of the group have to gather from him as much as he gets from them. The Cooperative by its structure brings together a group of boys who have to discuss regularly, important problems. The fact that the boys provided this service and kept the business in progress, is evidence of the training they receive and the education which the experience was accomplishing gradually.

#### PERSONAL RESPONSIBILITY

The vital connections of man with society and man's responsibilities are expressed in the following text by Maritain:

What will take a primary importance for the man of to-morrow are those vital connections of man with society; that is to say, not only with the social milieu but with the common labour, the common welfare. The problem is to replace the individualism of the bourgeois age not by totalitarianism or collectivism of the hive, but by a personal and common civilization based on human rights and giving satisfaction to the aspirations and social needs of man. At the same time he has to develop a sense of human rights and that of human obligations, the courage to take risks and to use authority for the general good together with the respect of humanity in every single individual. <sup>21</sup>

It appears that the Cooperative is a frame that will provide the opportunity for developing these aspects presented above by Maritain. How does the Cooperative accomplish these aims?

The students in investing their money in such an enterprise, and delegating persons to administer this money, place a great deal of confidence in their Boards. The members of these committees have an important charge and will have to become responsible, try their best in order to reach their goal.

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<sup>21</sup>

Maritain, Jacques, L'Education à la croisée des chemins, Egloff, Paris, 1947, ch. IV, p. 152.

This involves a personal engagement of the whole individual; an engagement of his intellectual and physical resources. He should have such a clear understanding of his charge and responsibility that he will find it worthwhile to act and serve in the organization. His duty consists in carrying in himself the problems of the whole enterprise and doing his best to bring his share to their solution. To plan something and to mobilize the forces in order to realize an aim in action are integral parts of the sense of responsibility for a man directing an enterprise. Spears expresses this idea in these terms:

Education, if social intelligence is to result, must provide equipment that will mean not only insight in respect to social problems but values that will drive to action. 22

All decisions related in Chapter II, are tangible proof that the administrators were fulfilling their duty, were considering the business as their own, were foreseeing the development and were keeping a close look on the financial achievement and interest in the education of the members.

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Spears, Harold - The High School for Today, American Book Co., 1950, ch. IV, p. 54.

## ECONOMIC EFFICIENCY

The managing of such a business is an initiation to the current problems in commerce. It requires acquaintance with wholesale buying and book-keeping. Cooperative book-keeping is not an easy job because all the different Services operate differently and depend upon the Administration Board.<sup>23</sup>

The classical colleges in the Province of Quebec do not have a department of Economic Sciences. There is no such thing as a class which would be an introduction to general economics. The Directors of the Cooperative see that the administrators, in any department, will get basic information by means of correspondence courses on Economic and Cooperative Principles. These courses are published by Ottawa University, Laval University, or, "Le Conseil Supérieur de la Coopération". The Cooperative of Saint-Hyacinthe provides books and literature as documentation for those in function of administration.<sup>24</sup>

In a Cooperative Store like Saint-Hyacinthe, where the students deal with a capital of over \$5,642.00,<sup>25</sup> the

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<sup>23</sup> Constitution de la Coopérative, ch. VI, art. 42, Appendix.

<sup>24</sup> Cf. Chapter II, p. 22.

<sup>25</sup> Cf. post Bilan, p. 29.

repartition of the money, the selection of stocks and the dealing with Banks, each call for competency in all these fields and familiarity with the law. For students it is learning through practice a great deal which will be useful in life. Such things as the preparing of the Bilanz,<sup>26</sup> the decision about the signing of the cheques,<sup>27</sup> financial participation in the National Federation<sup>28</sup> and the like, are expressions of the participation and education in economic activities.

#### LEADERSHIP

For effective group work, there must be leadership, however competent and well-intentioned are the students. They do not, by working as individuals, make an organization progress as well as they could make it by working under a leadership that results in the acceptance of common goals, that encourages and stimulates direction, and that affords continuous cooperative service. This leadership is provided by the directors of the enterprise. The President especially

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<sup>26</sup> Ibid., pp. 29-30-31.

<sup>27</sup> Cf. Chapter II, p. 27.

<sup>28</sup> Ibid.

retains the major direct responsibility for seeing that members grow in coordinate effectiveness. Being the head of the organization, he has to acquire the skill to create an attractive vision of remote possibilities, and then continually direct growth in greater ability to approximate it.

An enterprise like the cooperative store involves many different services with specific objectives, immediate goals that will be reached by specific means. Leadership is necessary in each branch and will devolve on the head of the Service.

A leader is not a dictator who will say: "do this, and that", nor a strong personality who will have everything he says accepted because of his personal influence. A leader is an individual who will tend to develop an "our attitude" towards the problem the group faces in common, and challenge the responsibility for solving it together by continuous cooperative effort.

In reference to Chapter II, once again, it has been revealed how the real work in the Cooperative Store took time to start. Everybody had good will but had to learn the ground of their leadership, and feel a need for it. At first, as related in Chapter II, on September 17th, the main



Committee was in action under the leadership of the President;<sup>29</sup> even on October 22nd, when a common need of a deeper study of the common goal was felt, the President had to act as a leader with the boys who would become leaders of other groups.<sup>30</sup>

The meetings of the Board of Administrators and of the members of the Services provide the opportunity of getting acquainted with the business of dealing with people. Later during the year, new activities were brought up because members of the first meetings felt that there was something they could do; they could now act as leaders to help some of their fellows to participate more intensely in the whole organization. These new activities included the creation of the "Book of the Month",<sup>31</sup> a new Committee for the Cooperative campaign,<sup>32</sup> and the Committee of Education preparing a plan of action for the next year.<sup>33</sup>

The quoted excerpts from the minutes during the campaign on cooperation, are proof that the President was

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<sup>29</sup> Ibid., p. 18.

<sup>30</sup> Ibid., p. 20.

<sup>31</sup> Ibid., p. 21.

<sup>32</sup> Ibid., p. 22.

<sup>33</sup> Ibid., p. 25.

really a leader for the organization, and energetic in opening fields for activities sustaining the spirit of the group and stimulating all latent forces.

Experience has proved that without leadership, any group will regress and that there is little likelihood of progress. The fact that this enterprise kept on improving and expanding, confirms in addition to the definite acts of leadership, that the Cooperative was a school of leadership where the students learned through practice, to keep a group alive, united, and going forward.

This Chapter has demonstrated that the Cooperative Store was an institution providing special opportunities for developing human aspects of citizen leaders in the student community. It has been shown that the Cooperative of Saint-Hyacinthe has trained, well-informed, responsible, democratic, social leaders.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The previous chapters of this study have revealed some educative aspects of the Cooperative Store of Saint-Hyacinthe. This present chapter, starting from these educative aspects of a Cooperative Store, will draw some conclusions for cooperative stores in general, and make some recommendations for a better use in schools.

The College of Saint-Hyacinthe has been used as prototype of a cooperative store. Through its ways of operating, its structures, its activities, Chapters III and IV have demonstrated that the cooperative store has been an agent of education in regard to the social sense, democratic understanding and practice, personal responsibility, economic efficiency, and leadership.

The same reasons which have justified the choice of but one cooperative store for this study, will now permit going from the particular to the general; that is to say, from one cooperative store to cooperative stores in general.

It has been shown in Chapter III and Chapter IV, that the cooperative store of Saint-Hyacinthe has educated the students to become socially minded, because the structures

were social; the students are co-owners by personal option and money investment, and a program of education and information on this matter of social consciousness is part of the functioning of the cooperative store. The Board of Administration, by statute, was working for others freely, and had to direct a common enterprise affecting the common welfare; and by law also, the members of this Board had to attend meetings and to plan at the level of the school community.

The school of Saint-Hyacinthe has demonstrated that education was accomplished in fact, but because of the reasons this education was accomplished, it is possible to conclude that any organization of the same type, having the same structure, the same constitution, operating the same way, and having the same type of activities will be capable of producing the same or similar social education.

The cooperative store of Saint-Hyacinthe has furthered education in the field of democracy because it did consider the individual as a human being, respecting his intellectual and material rights, and giving him the opportunities of fulfilling his intellectual and material duties as citizen. For those in position of leadership, an emphasis was put on the necessity of respecting the rights of individuals, and

giving them opportunities for fulfilling their duties, because their position in a democratic structure required it.

So, any cooperative store being by constitution a democratic structure will be of a nature to produce the similar results in education.

The cooperative store of Saint-Hyacinthe has trained the boys to face their responsibility in regard to themselves and in regard to the community. Because of the fact that, as individuals engaged intellectually and materially in a society, their acts were bearing consequences on the whole school, they have engaged their own resources to the achievement of the aims of the school. Considering the Administrators, by function they were assuming financial responsibilities which involved an intelligent, enlightened and well-informed devotion to the enterprise.

Again, these attitudes, these ways of behaving were promoted by the structure of the Cooperative Store up to this point that a cooperative store where this sense of responsibility would not be acquired by the members will go to decay. Logical will be this conclusion, that any cooperative store in general will be a school of training for the development of a sense of responsibility.

The cooperative store of Saint-Hyacinthe was an economic enterprise oriented towards service, and by the managing of the business and the need for sound information in order to understand the local work was a means of economic education.

All cooperative stores will be able to meet the same end of economic education because this economic training is fostered by the functioning of the Cooperative, it adheres to the structure or to the spirit of the cooperative store.

The Cooperative of Saint-Hyacinthe has had well trained leaders because its ways of operating were based on group work with specific common goals and specific common means. This type of group work is also a part of the constitution.

Any cooperative store can be a school of leadership where students learn through practice to keep a group alive, united, and going forward.

#### RECOMMENDATIONS

This study has revealed some of the educative values of Cooperative Stores in College. These educative values have been chosen among the objectives of education. Therefore this study has disclosed that the cooperative stores are means of attaining those objectives.

As a consequence, the investigator is in position of making the recommendation that the secondary schools which have no organization of this kind, should study the possibilities of having one.

It seems pertinent to this study, because the cooperative is a tool towards the objectives of education, that further research should be made in the field of public schools. The public schools are dependent upon the Board of Education. The investigator has found that the Board has given no consideration to extra-curricular activities. Suggestions are made here for a serious study of the use of the Cooperative Store within a school system.

Because of the fact that the cooperative stores are educative structures, the investigator wants to bring them to the attention of the educators. In fact, the cooperative stores and their Federation are completely apart from Association of Educators of Secondary Schools.

Better achievement could be attained if the authorities of a local College would integrate this organization to the total set up of their school activities so that the meetings which are so important would rank as regular activities instead of being activities aside from the classes or aside from the ordinary school program.

Recommendation is made that the school authorities allow more time for the activities of the cooperative stores, because their efficacy is dependent upon their meetings.

It is also suggested that the field of goods sold by the store be widened in order to give a better service. Such widening would necessitate collaboration with the Direction of the Schools, and improvement on the part of the Federation. At this point a financial problem is brought up and the investigator would suggest that the Provincial Government, Ministère de la Jeunesse, take into consideration the educative values of the Cooperative Stores in the distribution of its petroi.



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**A P P E N D I X**

## STATUTES OF THE COOPERATIVE OF ST. HYACINTHE

## CHAPTER I

- Art. 1 - It has been founded at Saint-Hyacinthe, Province of Quebec, among the individuals who have signed the declaration and all those who will be admitted in the future, a Cooperative Society for buying and selling, having a limited personnel, a variable capital, and limited responsibilities.
- Art. 2 - This Society is called "La Cooperative du College", and falls under the law of "Les Syndicats Cooperatifs de Quebec". The Society can be associated to a federation of similar societies.
- Art. 4 - Objectives of the Society:
- a) To study the principles of Cooperation.
  - b) To enthuse all members like any cooperative enterprise should.
  - c) To promote production, transformation, buying, selling, and storage of any useful goods.
  - d) To provide for the social and moral welfare of the students.
  - e) To organize study groups, a library; to hold meetings aiming to facilitate mutual help, solidarity, money saving; economic, moral and social achievement of students.
- Art. 5 - Le siege social of the Society is Saint-Hyacinthe.
- Art. 6 - The fiscal year of the Society is the school academic year of the College.
- Art. 7 - The Society is limited to the College.
- Art. 8 - The Society has its own seal.

## CHAPTER II

The operations of the Society have to be in conformity with the cooperative principles of Rockdale, modified according to the requirements of time and places.

Art. 9 - The number of members in the Society is unlimited; any student of the College, and also any professor, accepting the statutes and abiding by same is eligible for membership.

Art.10 - Every societaire is entitled to one vote, regardless of the number of shares he owns. No one can vote by procuracy. The final control remains with the members and is exercised by them in the General Assemblies.

Art.11 - The surplus of money left after deduction of the different amounts allotted for interest on capital, the reserve, the education funds, "fonds d'amortissement", should be periodically reimbursed to the societaires, as per regulations, Chapter VIII, of the present statutes.

Art.12 - The direction of the Association should conform with the law of social justice, as regards wholesalers.

- b) A fair salary should be paid to the employees of the Cooperative
- c) The rate of interest on capital and on loans should not run over four per-cent.
- d) The laws covering the quality and quantity of merchandises should be adhered to.

Art.13 - All sales shall be cash sales. The manager will be held personally responsible for any credit that might be allowed.

- b) Any party designated for the handling of money or merchandise for the Cooperative will have to supply guarantees to the Board of Administration.

- Art.14 - The Cooperative should regularly call study meetings aiming to help a better understanding of Cooperation and oriented economy.
- Art.15 - A book-keeping system will be established and regularly audited. Financial reports will be presented to the members of the General Assembly.
- Art.16 - Wise Administration will see that the selling prices are the current prices, and will foresee a reserve fund.
- Art.17 - All members are at liberty to withdraw from the Association, when they so desire.
- Art.18 - A policy of cooperation with other cooperatives will be established as a contribution to better student economy.
- Art.19 - In order to become a member of the Society, one ought to:
- a) be a student or a professor at Saint-Hyacinthe College.
  - b) be accepted by the Board of Administration.
  - c) subscribe at least one share.
  - d) sign an honor engagement to abide by the rules of the Society.
- Art.20 - Pupils only can occupy a charge in the Administration.
- Art.21 - If at any time a member acts with prejudice regarding the Association, it is the privilege of the Board of Administration to require that such member justifies his behavior, and that after consideration of the case, if so decided, the member be expelled from the Association.
- Art.22 - A pupil definitely leaving College may keep his social shares, and will perceive interest never

over four per-cent, though; however, the Society has the right to purchase again those shares for any valid reason.

- Art.23 - Any organization in the school, as such, may be entitled to buy shares, the same as any individual.
- Art.24 - The Administration Board may accept honorary members, but these honorary members have no right in the administration of the Society nor to its advantages.

#### CHAPTER IV

- Art.25 - The capital of the Society is constituted by the social shares. It should never be any less than twenty dollars.
- Art.26 - The fee for one social share is one dollar.
- Art.27 - A tax of five cents is payable by every new member. Societaires who have left the Society and want to become members again are also subjected to this tax, the same as new members. This tax remains the property of the Society and will never be returned to the member.
- Art.28 - Under no circumstances can anyone subscribe less than one share, or more than twenty shares. A member who subscribes more than one share may pay one dollar cash and arrange to pay the difference with the "ristourne" at the end of the year.
- Art.29 - The social shares cannot be transferred, the Cooperative has the privilege to re-purchase the shares.
- Art.30 - No societaire can withdraw his shares without having satisfied or cleared his financial obligations to the Society. The Society can require a delay of 30 days before the societaire can withdraw his shares.



## CHAPTER V

- Art. 31 - Members' orders are submitted to the clauses of the contract that may be established between the Society and the members.
- Art. 32 - The Society will first satisfy the needs of its sociétaires, in any case where it cannot satisfy all the pupils' needs at the same time.
- Art. 33 - The members will take the risks of their buys and sales. They suffer the deficit or share the profits.
- Art. 34 - The Society does not buy from its members but may sell their products. In the latter case, the Administration Board will make up the regulations in order to protect the interest of the Society and that of the member.

## CHAPTER VI

- Art. 35 - The Society is administrated and supervised by:  
a) a Board of Administration.  
b) a Board of Supervision.
- Art. 36 - If a member of either of these two Boards should take advantage of his function to escape his student's duty, the President may require that this member be replaced. In this case, the Board itself will elect another member.
- Art. 37 - The Board of Administration is made up of nine members elected each year, but the new Board shall count at least three members of the old Board. All members of this Board are re-eligible.
- Art. 38 - Among the nine members of the Administration Board, six representatives should be chosen in each of the six superior classes of the school. The choice of

the other three representatives is indifferent.

- Art.39 - The Board of Supervision is made up of three members who are not members of the Administration Board. If the General Assembly so desires, a new Board can be elected with at least one of the old members.
- Art.40 - Any administrator of the Society can be discharged if he misses attending three meetings in a row.
- Art.41 - Five administrators attending a meeting of the Board constitute a quorum. To be effective a decision must be taken at the majority of the votes. The President does not vote; in the case of equality, he has a preponderant vote.
- Art.42 - The Administration Board may create Services for assistance in its functions. In this case the Board will establish the statutes for these Services, and the regulations will be voted by the General Assembly. Such Services come under the jurisdiction of the Board of Administration.
- Art.43 - The Faculty Advisor is appointed by the Principal of the College who has the privilege of attending all meetings but who does not vote.
- Art.44 - The Board of Administration is elected by the General Assembly. Any member of the Society is eligible, providing proposal is made by two members at the General Assembly.
- Art.45 - The members of the Board of Administration do not receive any remuneration; their services are free.
- Art.46 - The Board of Administration will hold meetings as often as they feel is necessary. For a valid motive an administrator can call a meeting in an urgency.

**Art.47 -** The nine members of the Board will choose among themselves a President, a Vice-President, a Secretary, and a Treasurer.

#### CHAPTER VII

- Art.48 -** The Board of Administration has the following powers:
- a) It accepts or refuses the requests for admission.
  - b) It determines the administrative expenses.
  - c) It settles everything in connection with accounting and statistics.
  - d) It prepares the "Bilan" for the Society, and proposes to the General Assembly the "ristourne" to be distributed.
  - e) It proposes to the General Assembly the modifications to the statutes.
  - f) It determines prices on articles to be sold.
  - g) The manager reports to this Board.
  - h) It will give the final judgment in difficult cases.
  - i) This Board will require of the General Assembly the appointment of one, or more, auditors to go over the books.
- Art.49 -** The Board of Administration carries out the decisions taken in the General Assembly.
- Art.50 -** The Board itself will see to fill any vacancies which might occur in the course of the year.
- Art.51 -** The Board of Supervisors will present to the General Assembly a report on the standing of the Society, and on the "Bilan" presented by the other Board.
- Art.52 -** The members of the Board of Supervision can, at any time:
- a) require information on the operations of the Society.
  - b) Check the books, verify the cash, see that the statutes and decisions of the General Assembly are followed through.

- c) to call a General Assembly if irregularities are discovered.
- d) the Board of Supervision will make a monthly statement to the effect that the books have been checked by the auditor, and authorize the continuation of activities.

#### CHAPTER VIII

- Art.53 -** A general Assembly of all members will take place three times a year. The President will open the assembly, and he cannot, without the general approval, treat of subjects other than those called on the program.
- Art.54 -** Each member will make it a point to assist to the General Assembly. Should a "Sociétaire" behave in such a manner so as to disturb during the Assembly, he shall be dismissed.
- Art.55 -** Administrators should be in a position to answer any questions which should be asked by a sociétaire.
- Art.56 -** The Administration Board calls the meetings according to the procedure established.
- Art.57 -**
- a) The Board of Administration, or the President together with the Secretary, can at any time call a General Assembly in the case of urgent matters.
  - b) At the written request of twenty-five sociétaires, the President must call a General Assembly to treat of the matter.
  - c) The convocation to extra-special meetings should clearly indicate the object of the meeting.
- Art.58 -** For every General Assembly the Board of Administration will prepare a program which ought to be followed.

## CHAPTER IX

- Art.59 - The Society may at the recommendation of the Board of Administration, reduce or cancel the rate of the "ristourne" on certain goods which do not bring about enough profit to justify the "ristourne".
- Art.60 - Only the students who have satisfied to the financial obligations of the Society will be entitled to receive the "ristourne".
- Art.61 - The "ristourne" is paid at the end of the year, within the 30 days following the last General Assembly.
- Art.62 - No interest is paid on the first social share.
- Art.63 - The Education Fund is constituted by retaining 20 per cent of the net profits. This fund is administrated by a Committee to which the Cooperative assigns this responsibility. However, this Education Fund will be distributed as follows: first, 5 per cent of this amount will be dedicated to propaganda or education on cooperation; the remaining 15 per cent will be used in the school for educational purposes of any kind.
- Art.64 - The Reserve Fund is increased by retaining, each year, 5 per cent of the net profits, and this until the capital is doubled.
- Art.65 - The Cooperative Store will pay "ristourne" and interest, once a year.

## CHAPTER X

- Art.66 - Any complaint regarding the transactions of the Society or the behavior of the employees, should

be addressed to the Board of Supervision and signed by the author.

- Art.67 - The book-keeping section should include: one accounting book, one inventory book, a ledger, and a register book.
- Art.68 - The statutes and regulations can only be amended in a General Assembly, and when at least three-quarters of the present members are in favor of such amendments.
- Art.69 - As a rule, a proposal will be accepted in the General Assembly, when two-thirds of the present members are in favor of same.
- Art.70 - The manager may secure the services of clerks, if need be; in this case he is responsible for them.
- Art.71 - Elections should take place in the second semester, usually after Easter.
- Art.72 - The General Assembly will deliberate over every resolution submitted by the Boards, and in the case of diversity of opinion a secret vote will be taken.