



course, are the Institutes of Co-operative Studies or Research of certain German universities which have established effective working relations with the apex co-operative unions, national in scope, heading the four main branches of the German co-operative movement, and those Institutes, such as the Austrian and the Finnish, which have been powerfully influenced by German example.

Belgium has two notable examples: at Liege where the holder of the Chair of Economics, Professor Paul Lambert, is responsible for the direction of Co-operative studies, besides being an active co-operator on the national and international levels; and at Louvain, where the ancient Catholic University attracts many students from the newly-developing countries with a strong practical interest in Co-operative doctrine and practice. In France, university teaching of co-operation has a long history with a tradition of brilliant lecturing and writing associated with the names of Charles Gide, Bernard Lavergne and Georges Lasserre. At the present time, however, the most systematic work is done at the College Cooperatif in Paris which forms part of the Ecole Pratique des Hautes Etudes (Practical School of Advanced Studies) of the Sorbonne. The College attracts students from all over the French-speaking world and is the foster-parent of schools of Co-operation in several African countries.

The Asian countries listed are India, Pakistan, South Korea, Lebanon, Israel, Iran, Taiwan and Turkey. The first two, because of their great populations and the relatively early development of their co-operative organisations, possess a much wider network of university teaching in co-operation than the rest. In both of them, it is so far not so much the co-operative organisations themselves which draw their staffs from the universities, as the fully manned [sic] co-operative departments in the Federal states, which offer careers to civil servants with co-operative knowledge and training. Mr. Davidovic notes considerable differences in standards of attainment in different States and an all-over lack of university teachers who have made specialised studies in co-operation. This, like all the other co-operative problems of the Indian sub-continent, is a matter which because of its vastness, almost eludes comprehension.

Mr. Davidovic, if he has not been able to collect all the up-to-date information, has conducted a wide enough survey to embrace all the important considerations and the directions in which university teaching and research should develop in step with the need of all growing co-operative organisations for personnel with a scientific, rather than a traditional or rule-of-thumb training. However, the preparation of a complete directory on a world-scale of universities and equivalent institutions specialising in Co-operative studies is really a job for the International Co-operative Scientific Forum, if that were only financed and staffed to carry it out. International collaboration for advanced studies and research is no less a necessity of our time than international collaboration for technical assistance, trade and finance.

## **The Reviewer**

Mr. W. P. Watkins, then President of the Society for Co-operative Studies, and former Director of the International Co-operative Alliance. First published in Society for Co-operative Studies, Bulletin 7, June 1969.

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