

social, economic and political traditions. One of its earliest acts after gaining independence was to force the submission of the historically independent principalities which had never been a part of British India, and which mostly lived in a state of peace and contentment.

Similarly, in its foreign policy India has tended to adopt a collaborative attitude concerning the communist powers. This text is a reference work covering documents on India's relations with the communist countries in Europe, Asia and Latin America during 1976-78. It contains the full texts of speeches delivered by the Prime Minister, the President and the Minister of External Affairs and of the Joint Communiqués issued on the occasion of their state visits to these countries. All the defence, economic, cultural, technological and scientific agreements that the government of India had concluded with the governments of the communist countries are included in this volume. In short, it contains practically everything on India's policy towards the communist countries and is an indispensable work for researchers, diplomats and journalists interested in the affairs of both India and the communist countries.

BRIAN CROZIER

The Minimum State: Beyond Party Politics

Hamish Hamilton, London, England, 1979

“Bad government has become the rule in the democracies. We are getting too much government, but not enough good government, because political parties, competing for power, feel obliged to make unnecessary promises, while neglecting the three criteria which alone justify the existence of the State: the safety and security of the citizens, defence against external enemies, and sound financial management.”

Crozier's final chapter is entitled “Dismantling the Welfare State” — in short, he openly discusses what has too often come to be regarded as “the unthinkable”! In his own words:

Except in Chile, where the experiment was gathering impetus when these lines were written, no country has yet set out systematically to dismantle the Welfare State. And yet, the need to discard a system that is costly, wasteful and inefficient is patent and urgent. As I have said, it is not Welfare that needs to be discarded, but the in-

discriminate provision of Welfare for all at the expense of the taxpayer.

His own answer to this problem is perhaps somewhat simplistic, but possibly superior to the presently rigid welfare structure which is so full of waste:

The problem, then is to restore the price mechanism and the element of personal choice. There are various ways of doing it. One is the voucher system: every adult is issued with vouchers to a certain value, to cover, for instance, £150 worth of education or health care, leaving it to the individual to choose where to use it — which school to send children to, which doctor or hospital to use. Beyond a certain sum, the individual would have to find the money to pay the difference.

ANTONY FLEW et al.

The Pied Pipers of Education

The Social Affairs Unit, London, England, 1981

The authors examine the system of state Schools in Britain and conclude that state schools are not giving value for money. These schools have lost sight of their enormous costs and poor results. Most important, they insist, against all evidence, that good results follow greater expenditure.

Thus Antony Flew argues that there are inefficiencies in state education which are possible sources of savings and these savings would not reduce educational results though they would hurt educationists and teachers. The two themes that there is scope for expenditure reduction and that what is good for teachers is not necessarily good for pupils, are echoed in other chapters.

John Marks and Caroline Cox argue that what is good for schools is not necessarily good for Local Education Authorities. Schools could be more responsive to the wishes of parents, more adapted to local need and more educationally successful if the government gave parents the money to pay schools directly in the form of *Education Allowances*. John Honey argues that guaranteeing teachers and lecturers jobs for life pleases them but makes for poor teaching. Limited term-contracts and regular assessment of teachers would displease them but improve education and cut costs.