



Review: [Untitled]

Reviewed Work(s):

Science and the Federal Patron by Michael D. Reagan
Robert O. McClintock

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ing is for these and other sociocultural reasons more about words than about things or thoughts or skills or attitudes. Nor does one get an idea of how far other social institutions, namely the party or the politically oriented youth groups or industry socialize for political purposes or for economic tasks and how they supplement, supplant or interact with the school.

Sir John Sargent, understandably, tends to discuss all subsequent educational development with reference to the Plan for Post-War Educational Development (1944) with which he was prominently associated, though one often feels that the actual economic and social development in the last two decades would have been a more appropriate axis of reference. The preferences of the 1944 Plan are here advocated again: a strong emphasis on intensive selective development of particular areas, on teacher-training being a pre-requisite for expansion, on the priority of the 11-14 age group over universal primary education, and so on. Many of these points are well enough argued in themselves. But it is difficult to support or controvert them except in the context of concrete contours of social or economic development.

Some errors of fact or form mar an otherwise experienced insider's narrative. Education in the Indian constitution is, for instance, not a concurrent subject (p. 135) but entirely within the domain of the States with only two significant exceptions; coordination and maintenance of standards of higher education and the professional education of higher civil servants are allocated to the Government of the Union of India. Otherwise, the national government's authority comes from Federal funds and tradition. Again, management training was already being provided by two specialized institutes and was not a new scheme under the (old) Fourth Plan (p. 201). The book contains quotations without citing references. Three appendices on enrollments, finance and teachers' salaries are useful. But the reader must make his own effort to integrate some of this essential information with other facets of the educational reality described in the text.

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Science and the Federal Patron by MICHAEL D. REAGAN. New York: Oxford University Press, 1969. vi, 346 pp. \$6.95.

SINCE FAIR science developed costly tastes, a major problem of public policy concerns how to support science without spoiling it. Reagan shows how *ad hoc* procedures have accreted, in the American case, into a complicated system of public support. This system, he suggests, is severely challenged: federal support is biased towards the natural sciences even though the social sciences are of

increasing significance for public policy; federal support has massive, troublesome effects on higher education because it promotes too much scientific research and too little scientific education in the universities; and federal support is allocated without adequate means for setting rational priorities in the competition for scarce funds. Although Reagan makes informed, clear-headed suggestions, his discussion ignores the important question for comparative education: as science becomes dependent on the federal patron, it becomes nationalized. For instance, priority of natural over social science in federal support has resulted largely from the political priority of national defense over social reform, not from pure intellectual priorities. Thus, without intending it, *Science and the Federal Patron* underlines the need for students of comparative education to establish to what degree divergent patterns of national patronage have diminished the universalism of science and the possibility of a cosmopolitan education.

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