**Harbison, Frederick and Charles A. Myers, *Education, Manpower and Economic Growth: Strategies of Human Resource Development*, New York, McGraw-Hill Book Co., 1964, pp. xiii, 229. ($7.50)**

The authors have attempted to measure the human capital position of 75 countries representing approximately 89 percent of the world population in 1964; data were not available for 54 countries with 11 percent of the population. Most of the unreported countries are underdeveloped, but Switzerland and Austria also are among the missing. The 75 countries were separated by the estimated level of human resource development into four categories from low to high in terms of development—level I (17 countries, 5.5 percent of the world population), level II (21 countries and 34.4 percent), level III (21 and 25.3), and level IV (16 and 23.5).

Serious efforts were made to obtain data that would measure the human resource status of each country and permit comparisons among countries. In general the measures sought were those considered relevant to manpower needs for economic growth. The shortcomings of the available data are recognized fully. Table 1 lists the 14 indicators used and the average parameter for each level. The authors also estimated the 14 parameters for all 75 countries. The authors discuss the four types of situations, their characteristics, and possible programs to make up the more obvious shortages. General strategies of human resource development are outlined in terms of choices and consequences. Different methods of establishing goals for future human resource development are considered, and the problems of integrating human capital formation into general economic development planning are discussed.

In general, the study represents a valuable collection of data on human capital formation. While the framework within which these data are related to needs and to other resources is more implied than explicit, the derived con-

**Table 1. Indicators of human resource and economic development**

| Indicator | Level I | Level II | Level III | Level IV |
|---|---|---|---|---|
| Number of countries | 17 | 21 | 21 | 16 |
| Composite index (second and higher education) | 3 | 21 | 50 | 115 |
| GNP per capita, U. S. dollars | 84 | 182 | 380 | 1,100 |
| Percent of active population in agriculture | 83 | 65 | 52 | 23 |
| Teachers (first and second levels) per 10,000 population | 17 | 38 | 53 | 80 |
| Scientists and engineers per 10,000 population | 0.6 | 3 | 25 | 42 |
| Physicians and dentists per 10,000 population | 0.5 | 3 | 8 | 15 |
| First level enrollment ratio (unadjusted) | 22 | 42 | 62 | 73 |
| First and second level enrollment (adjusted) | 20 | 45 | 66 | 89 |
| Second level enrollment ratio (adjusted) | 2.7 | 12 | 27 | 59 |
| Third level enrollment ratio (unadjusted) | 0.15 | 1.6 | 5 | 11 |
| Percent enrolled in scientific and technical | 24 | 28 | 26 | 28 |
| Percent enrolled in humanities, fine arts and law | 34 | 39 | 33 | 32 |
| Public exp. on education as percent of national income | 3.7 | 2.1 | 3.1 | 4.2 |
| Percent of population in age group 5–14, inclusive | 24 | 24 | 22 | 18 |

clusions appear to be as sound as present knowledge makes possible. The role of individual and group incentives is carefully incorporated into the design for resource development.

Their prescriptions are most appropriate for growth in manufacturing activities, slightly less so for construction and public administration, less for services, and least of all for agriculture and the supporting public activities. Little of the discussion appears to have been set down with agriculture in mind. There is a slight tendency toward optimism about the position of agriculture in the 75 countries that were under analysis.

That there may be no room for optimism is indicated by this reviewer's judgments on which of the 75 countries has made enough steady improvement to be considered on the way to institutionalization of agricultural progress; the first magnitude for each level is the number of countries with some progress in agriculture, the second, the number of countries with little or no reason for optimism about agricultural progress.

| | |
|---|---|
| Level I | 2–15 |
| Level II | 2–19 |
| Level III | 7–14 |
| Level IV | 15– 1 |
| | 26–49 |

Five countries of the 15 in level IV are certain to have surplus problems by 1970, and at least five more are likely to face surpluses by 1970.

The reviewer would have been happy to see more mention and discussion of personnel selection processes (for all purposes), but psychologists have only made a good start toward applied research in different cultures; many of the available tests are still culture-bound.

Finally, this reviewer would like to have seen more discussion of the ways in which different forms of human capital contribute to economic growth; the recommendations offered imply some judgments on the effectiveness of different forms, but the basis for these judgments is not provided, and no attempt is made to structure the role of human capital in economic growth. Making optimal investments in human capital and distributing them optimally among the different forms requires more and much better data.

LEE R. MARTIN
*The University of Michigan*

**Meier, Gerald M., *Leading Issues in Development Economics*, New York, Oxford University Press, 1964, pp. xiii, 572, indexed. ($7.00)**

This substantial volume includes the republication of something more than a hundred selections, with interpretative notes and commentaries by Gerald Meier of Stanford University. Some 80 articles are by individual authors, of whom there are about 65; 25 essays are taken from U. N. publications; three