

Collver has also taken a major step toward rendering data that will admit of both historical and geographical comparisons. He has gathered some data that will permit more specific analysis of fluctuations that have occurred in any one country since the mid-nineteenth century, opening the way to the study of how such fluctuations are related to other phenomena. The data will also permit more specific comparisons of the population histories of two or more countries.

One of the most challenging aspects of the book is its rigidly objective methodology. Collver has set forth the formulae employed to compare vital statistics with census data and developed a rationale to justify the assumptions of each model. Demographers are accustomed to such a methodology, but most Latin Americanists are not yet "at ease" with symbolic logic. To follow the clear and potent application of elementary algebra in the present work should be a good exercise for the non-quantifier.

Some of the conclusions reached are also challenging. "If a radical change in marriage patterns has not occurred in Argentina, Cuba, and Uruguay, the decline of crude birth rates in these countries can only be accounted for by reduced marital fertility (or, more precisely, by reduced fertility of couples who are married or in some form of consensual union)" (p. 42). "On the average, the actual fertility of countries in Latin America is held to about half of the biological maximum by the mating institutions" (p. 47). "If postponement of marriages accounts for short-run fluctuation of the birth rate, we should expect to find a drop in the marriage rate of most Latin American countries in 1915-19 and 1930-34." (p. 52). "Birth control within marriage has been chiefly responsible for the reduction of fertility in Argentina and Cuba" (p. 54).

Collver's data, methodology, and conclusions are not perfect. His statement that in Guatemala "births are completely registered" (p. 124) indicates the kind of foolish error that reliance on statistical methods can permit. Nevertheless, the usefulness of Latin American demographic data has been greatly advanced by his work.

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*Higher Education and Latin American Development.* Prepared by the INTER-AMERICAN DEVELOPMENT BANK. Asunción, 1965. Inter-American Development Bank, Roundtables. Notes. Pp. 141. (Distributed in the U.S. by the Inter-American Development Bank, Division of Information, Washington, D. C.)

When the Board of Governors of the Inter-American Development

Bank held its sixth annual meeting in Asunción, Paraguay, April 26-30, 1965, the topic of higher education and Latin American development was discussed. *Roundtables* is the publication of this discussion meeting. It includes the several presentations by distinguished financial officials and authorities in the field of education. Of primary interest in this pocket-sized book is a focus on the present problems of higher education in the underdeveloped area of Latin America and the lack of adequate solutions to these problems. Of secondary importance is the general discussion of problems in higher education that apply to other underdeveloped nations of the world. Although the discussion deals in glowing generalities, it suggests many courses to follow in solving problems of education.

Perhaps the most provocative discussion is by Professor Olivera, former rector of the University of Buenos Aires. It is an economic discussion of "The University as a Productive Unit." Olivera mentions an old economic theory that "work was productive which resulted in physical products" only (p. 47). He then applies a modern economic view that the universities are productive units, mainly "the enlargement and dissemination of knowledge (for consecutive periods) as part of a social product." He continues that their "external economies of training students not only benefits the student but the entire community" (p. 50). Olivera's discussion takes a rather new tack in looking at various means of solving the provincialism of so many universities and their failure to involve the community in higher education. He feels that there has been a barrier between the needs of the underdeveloped areas and the present technically trained personnel which can be leveled only by improved training. The concluding part of Olivera's presentation can be omitted if the reader is not interested in his highly technical and mathematical method of problem solving.

The second entry, by Phillip H. Combs, discusses the relationship of higher education to national development plans. Combs offers some pertinent suggestions to the universities, such as development of full-time faculties who can devote full attention to improving curricula and thus give the nation trained personnel for real progress in problem solving.

*Roundtables* concludes with the discussion by René Maheu on the role of UNESCO in Latin American education and the inadequacies of that education in the fields of agriculture and engineering. Maheu suggests adapting courses and curriculum to the national needs and financing capital investments for expansion of higher education.

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