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# Education in PERU

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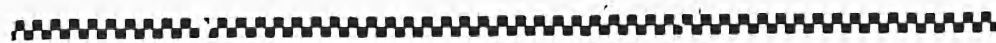
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**U. S. OFFICE OF EDUCATION . . . John W. Studebaker, Commissioner**

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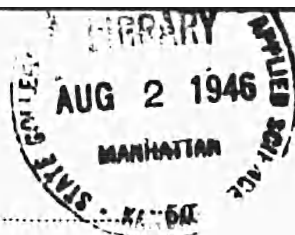
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# FOREWORD



**T**HE U. S. Office of Education has undertaken the preparation of a series of basic studies on education in a number of Central and South American countries under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation. This series of studies is part of a program to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of Inter-American education. The project, a part of a Government-wide program of cultural cooperation under the auspices of the Department of State, was begun in the fall of 1943. It involves travel by Office of Education specialists in the various countries for the purpose of gathering data first hand on their educational systems, and the preparation of reports from these data for publication.

*Education in Peru* is based on data gathered by the author in Peru in 1944 and supplemented since then through documentation. This manuscript and others in the series are prepared under the supervision of Dr. Anna M. Lindegren, Acting Chief, Comparative Education Division.

To the many persons and organizations in Peru and the United States who have aided in bringing this study to completion, the U. S. Office of Education expresses gratitude.

BESS GOODYKOONTZ,  
*Assistant U. S. Commissioner of Education.*



## CHAPTER I

# EVOLUTION OF EDUCATION IN PERU



### INTRODUCTION

**T**HE REPUBLIC OF PERU, for centuries the seat of Spanish colonial authority in South America and the recognized center of cultural and political activity, proclaimed its independence from Spain on July 28, 1821, and after a series of sporadic revolts, won its freedom in the Battle of Ayacucho, December 9, 1824. Comprising an area of approximately 532,000 square miles, Peru has a coastline of 1,410 miles extending from Ecuador to Chile. Parallel chains of the Andes Mountains traverse the country from north to south, forming 3 natural topographical zones: a narrow strip of coastland averaging some 30 miles in width—mostly dry desert, except where irrigated by streams from the mountains; the uplands, constituting nearly two-thirds of the total area of the country; and the eastern slopes of the mountains extending down into the low basins of the Amazon River and its tributaries.

**Population.**—An official estimate of the population of Peru on July 1, 1943, was 7,395,687.<sup>1</sup> The census of 1940 showed a total population of 7,023,111, including 5,228,352 persons over 5 years of age. Of these 3,399,109 were Spanish-speaking and 1,829,243, non-Spanish-speaking. Although the official language is Spanish, more than 31 percent of the population over 5 years of age speak only the Quechua Indian language and nearly 3½ percent, only the Aymara. Racially, the population comprises 60 percent Indian, 10 percent whites, and 30 percent mestizos, Asiatics, and Negroes.<sup>2</sup> Most Peruvians belong to the Roman Catholic Church which is protected by the State. Religious liberty, however, is provided for by the Constitution of the Republic.

Because of the simplicity of building needs, the low cost of domestic service and of essential food stuffs, the year-round mildness of the climate and consequent absence of heating problems, a relatively high standard of living can be maintained in Lima and its

<sup>1</sup>Mensaje presentado al Congreso por el Señor Doctor Don Manuel Prado, Presidente Constitucional de la Republica. Lima, 1943. p. 189.  
<sup>2</sup>Revista de Educación. Organo del Ministerio de Educación Pública. Tomo XVI, No. 1, Enero a Abril, 1942, Lima.



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beautiful suburban areas. Money ordinarily spent on items such as these, can be diverted in Lima and in Peru's coastal cities in general, to extra wearing apparel, house furnishings, garden landscaping, and modern home conveniences. In the interior of the country, however, the Indians—largely mining and industrial laborers, shepherds, and muleteers—continue to eke out the bare existence to which their social and economic environment through the centuries of Spanish rule accustomed them. Education, preventive hygiene, and extension of hospital facilities, however, are included in the Government's program of social welfare, and plans are taking shape to raise the living standard and utilize the latent possibilities of the Indian population for the common good.

**Government.**—By the Constitution of 1933, legislative power is vested in a Senate and a Chamber of Deputies whose members are elected to serve for 6 years, one-third being renewable every 2 years. The executive power is entrusted to a President and two Vice-Presidents, also elected by direct vote for 6-year terms and not eligible for re-election. An Economic Advisory Council composed of approximately 50 specialists in various fields serves the President in an advisory capacity. The President exercises his executive functions through a cabinet of 9 ministers, including a minister of public education, all of whom hold office at the President's pleasure.

Peru is divided into 2 constitutional provinces and 21 departments each of which comprises from 2 to 13 provinces. In the departments the Central Government is represented by a prefect, and in the provinces, by sub-prefects. The municipalities are administered by councilors who are nominally elected by direct vote, foreigners being eligible to office.

Suffrage is compulsory for all literate males between 21 and 60 years of age. In municipal elections it is open also to adult or married women.

**Products.**—Approximately 80 percent of Peru's population is dependent upon agriculture and stockraising, yet only about 12 percent of the arable 29,460,000 acres in the country are actually under cultivation, mainly with the help of irrigation. Cotton, sugar, wheat, rice, and corn are the chief agricultural products. Wool, hides, skins, and medicinal and insecticidal plants are also important. The principal mining products, constituting approximately two-thirds of Peru's exports, are petroleum, copper, silver, lead, and vanadium. Antimony, tungsten, bismuth, and gold are

\*This is Peru. Publication of the Banco de Crédito del Perú. Lima, Talleres Gráficos R. Varese. [No date] p. 18.



also mined. Imports consist of machinery, textiles, vehicles, food-stuffs, metal products, paints, and dyes.

**Transportation.**—Peru has more than 17,000 miles of road suitable for motor traffic. The Pan-American Highway extends from Ecuador to Chile, a branch road leads up to Lake Titicaca and Bolivia, and in 1943 the first trans-Andean highway, connecting Lima and the Amazon basin, was completed. There were also 2,758 miles of railroad, about 2,000 being privately owned. Two of these roads are especially interesting: the Central to Oroya, Cerro de Pasco, and Huancayo, and the Southern to Arequipa, Cuzco, and Bolivia. Both climb the Andes Mountains, through amazing scenic attractions, to altitudes of more than 15,000 feet above sea level. Peru is also served by steamship and air lines which link it readily with the other countries of the continent, North America and Europe.

**Military service.**—Military service is universal and compulsory, but only a small percentage of the annual quota of conscripts is actually called up for duty. Two years of service are required in the active army, 5 years in the first reserve, 5 in the second reserve, and 20 in the National Guard.

### COLONIAL PERIOD

The history of education in Peru follows the same general pattern discernible in other Spanish-American countries. On the system of more or less practical rites and ceremonies of the Incas, common to primitive peoples the world over, the Spanish conquerors and colonists, with their ever-present contingents of clergy, imposed the meager type of education characteristic of sixteenth century Spain. At the elementary level instruction was extremely limited and offered almost exclusively by the Church. Elements of reading, writing, and arithmetic were subordinated to religious education and moral training. For the children of the conquered Indians there was little educational provision other than that deemed necessary for their conversion to Christianity.

According to MacLean y Estenós,<sup>4</sup> the colonial secondary school was a combination of secondary and university character, only slightly removed from a religious seminary. Moreover, in the early years of the colony, only individuals of the white race who could prove the "purity of their lineage" were admitted to instruction on the higher level. Even among the Spaniards themselves there were distinctions, for only members of the upper class could

<sup>4</sup>Roberto MacLean y Estenós. *Sociología Educativa del Perú*. Lima, Imprenta Gil, 1944. p. 119.

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enter the schools. Theoretically, the sons and nephews of Indian chieftains were offered an education in special institutions, but the actual practice was rare.

Classicism, religious fervor, dogmatism, routine memorization, discipline born of corporal punishment were the principal characteristics of colonial education in Peru. In precisely the same manner as here in the North American English colonies, Latin was the backbone of practically all education above the elementary, being regarded as indispensable for the study of civil and canon law, theology, and medicine—the only fields recognized as requiring organized training in those days. Advances in the natural and physical sciences in other parts of the world were wholly ignored in the Spanish colonies.

Toward the close of the 18th century, however, the new ideas of the French philosophers and encyclopedists were introduced clandestinely into Peru and the other colonies. Eminent scholars studied and translated these ideas and despite the persecution that was common, cultural societies were organized in the principal cities and consciousness of the need for reform spread throughout the New World.

### THE REPUBLIC

**Prior to 1920.**—For 30 years after Peru proclaimed its independence from Spain in 1821, the new nation, unprepared for the enjoyment of democratic liberties, was shaken by fratricidal struggles over divergent political ideologies and the thirst for power. Even so, education received some attention. In 1822 San Martín, the Protector, decreed the founding of a normal school in Lima, to function according to Lancaster's monitorial plan. In 1824 Bolívar, the Liberator, decreed the establishment of the University of Trujillo, with faculties of philosophy and letters, of ecclesiastical, exact, and natural sciences, and of public and national law. The following year, Bolívar ordered the Lancasterian school system extended throughout the Republic and normal schools established in the capital of each department. A decree of 1825 differentiated between elementary and secondary education, and was followed by the founding of numerous secondary schools in different parts of the country. One of these schools, the *Colegio de Educandas* in Cuzco, open to girls of all social classes, was the first secondary school for girls in Peru.<sup>5</sup> The creation of the University of Arequipa was decreed in the same year.

The Constitution of 1828 authorized the Congress to formulate general plans for public education and to promote advancement

<sup>5</sup>Ibid., p. 146.

## EVOLUTION OF EDUCATION IN PERU

in the arts and sciences. It directed the departments of the Republic to encourage public education in harmony with the plans evolved by the Congress and guaranteed free elementary education to all citizens. Many national secondary schools were opened; but the absence of an authentic pedagogical orientation, the inefficient administration of school funds, and the general political unrest forestalled real advance in public education.

A decree in 1833, aiming toward uniformity in school matters, created the Department of Elementary Education for the economic administration and pedagogical direction of elementary instruction in Lima. It continued the use of the Lancasterian system, prohibited the collection of fees from pupils, established public and private semester examinations, outlawed coeducation, provided bonuses for excellence in teaching, set the school day at from 9 a. m. to 12 noon and from 3 to 5 p. m., and called for the awarding of gold and silver medals to pupils achieving the highest average grades. Little actual improvement, however, was effected.

In answer to the imperious need for reform in public education a new regulation was signed in 1850 by Marshall Castilla. This *Reglamento General de Instrucción Pública* centralized the direction and control of all public education at the same time that it distinguished clearly between State and private schools. Three levels of schools were established: elementary (escuelas primarias), secondary (colegios), and the university (la universidad). The Government assumed the responsibility for providing instruction which was to have a moral and religious orientation in general and at the elementary level was to be industrial and utilitarian.

Reading, writing, arithmetic, grammar, bookkeeping, and political economy comprised the curriculum of the elementary school; and reading, writing, arithmetic, grammar, religion, morality, social habits, everyday law, and the forms of punishment meted out for the most common misdemeanors, constituted the offering of provincial secondary schools. Secondary schools in the city, taught Spanish, French, English, Latin, geography, general modern Peruvian and American history, elements of logic and ethics, mathematics, physics, chemistry, natural history, political economy, hygiene, drawing, music, and bookkeeping. The new regulation also called for special schools for girls, offering sewing, embroidery, weaving, etiquette, home economics, and religion, in addition to the many subjects taught in the schools for boys.

An effort was made to provide trained teachers through the opening in Lima of a Central Normal School and the founding of other normal schools in the capitals of the departments. School

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revenues were to come from endowments, special legislation, and an allocation in the national budget.<sup>6</sup>

The University of San Marcos, founded in 1551, was made the center of university activity for the entire Republic, with faculties of ecclesiastical science, law, medicine, mathematics, natural sciences, philosophy, and letters, including political economy. In 1855 another General Regulation (Reglamento General de Instrucción Pública) created the University Council for the direction of higher education in Peru, established identical instruction for boys and girls in the lower schools, and provided for considerable liberty in teaching methods and subject matter.

Teachers from France were contracted by the Government for the School of Political Science in the University of San Marcos, the special School of Civil and Mining Engineering, and the Normal Schools in Lima and Cuzco; but rather than correct the literary slant in education, they tended more to accentuate the basic Spanish characteristics. School problems were discussed and legislated upon by successive governments, but aside from the founding of new institutions here and there, little was achieved before the turn of the 20th century. The lack of technical education and the emphasis on academic subjects in the secondary schools literally forced the liberal professions upon the youth of the country. According to an address delivered at the opening exercises of the University of San Marcos in 1900,<sup>7</sup> there were in Peru at that time: 1,200 lawyers, 2,000 magistrates, 500 solicitors, and innumerable bachelors of law and scribes.

A new law in 1905 brought a revision of public education. The direction of elementary education was centralized in the national Government, removing it from the hands of the municipal councils; free and compulsory education was established, with teachers' salaries and school materials furnished by the State; the General Department of Education in the Ministry was reorganized; a system of national school supervision was created, and a fund was established to cover the costs of elementary instruction.<sup>8</sup>

**From 1920 to the present.**—Since 1920 when an organic law of public education was passed, Peruvian education has undergone marked development toward a stable and effective system, particularly with reference to administration, finance, organization, school attendance, and quality and methods of teaching.

**Administration.**—Administratively, education in Peru prior to 1935 was in charge of a Department of Instruction which was a

<sup>6</sup>Ibid., p. 210-214.

<sup>7</sup>Las Profesiones Liberales en el Perú. Anales de la Universidad Mayor de San Marcos, Tomo XXVIII. Lima, 1901.

<sup>8</sup>A copy of this law is given in MacLean y Esténos, R. Sociología Educacional del Perú. Lima, Imprenta Gil, 1944. p. 341-344.



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**Enrollment.**—According to the Census of 1940, only 2,039,006 of the 5,060,464 total population 6 years of age and over had received or were receiving school instruction. The total school-age population was 1,464,664, as shown in table 1, but only 514,843 (296,443 boys and 218,400 girls), or 35 percent, were actually enrolled in school. In the highlands, where more than 60 percent of the nation's children lived, less than 25 percent were enrolled. More than 2,600 population centers lacked school buildings entirely. The reasons advanced for the limited school enrollment included the following: Lack of funds for buildings and teachers, negligence or indifference on the part of many parents, ignorance of the values of schooling in many sections of the country, and the fact that economic conditions, especially in the mountain regions, demand the contribution of the children's labor at the earliest possible age.

**Table 1.—Statistics of school population and school enrollment in 1940<sup>1</sup>**

Region	Total	Number of school-age children	
		Enrolled in school	Not enrolled in school
1	2	3	4
Coast.....	492,132	265,204	226,928
Highlands.....	887,639	209,585	678,065
Jungle.....	84,882	40,054	44,828
<b>Total.....</b>	<b>1,464,664</b>	<b>514,843</b>	<b>949,821</b>
Boys.....	755,406	296,443	458,963
Girls.....	709,258	218,400	490,858

<sup>1</sup>Estado de la Instrucción en el Perú según el Censo Nacional de 1940. Informe Especial de la Dirección Nacional de Estadística, Ministerio de Hacienda y Comercio. Lima, 1942, p. 11-19.

**Finance.**—An indication of the Government's active interest in public education is revealed in the increase in the education budget from 10,535,261 soles<sup>9</sup> in 1933 to 43,007,954.11 soles for 1944.<sup>10</sup> Following is a breakdown of the 1944 education budget made available through the courtesy of the Department of General Education in the National Ministry:

	<i>Soles</i>
Office of the Minister.....	90,780.00
National Council of Education.....	43,080.00
Ministerial Departments.....	820,704.00
Supervision.....	883,050.00
General Education.....	26,294,124.00
Vocational Education.....	2,288,876.46

<sup>9</sup>The exchange value of the Peruvian sol in August 1944, was \$0.156, U. S. currency.

<sup>10</sup>El Progreso de la Educación en el Perú. La Asociación Nacional de Maestros Primarios a los maestros del Perú. Lima, Editorial Antonio Lull, Febrero de 1944, p. 4.

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	Soles
Artistic Education and Cultural Extension.....	1,418,428.92
Normal Education .....	1,672,544.29
Physical Education and School Hygiene.....	1,274,849.00
Special Education .....	160,474.44
Pre-Military Instruction .....	345,210.00
Materials .....	1,527,600.00
Buildings and Grounds.....	1,228,999.99
Subventions to Private Schools.....	237,630.00
Scholarships .....	860,280.00
Leaves and Travel Expenses.....	166,000.00
Pensions, etc. ....	1,360,000.00
Miscellaneous .....	157,937.50
Emergency .....	71,744.58
Higher Education.....	2,105,639.96
Total	43,007,954.11

Realizing that even with this augmented budgetary allotment sufficient school buildings could not possibly be provided to meet the needs of the situation, the Congress authorized the floating of a 20-year loan of 16,000,000 soles, with interest not to exceed 6 percent per annum. Proceeds from this loan are to be employed exclusively in the construction of public-school buildings, the purchase of equipment, and the establishment of sports and athletic fields. The loan calls for no new burdens, no increase in existing tax rates: the money is to come from the revenue now provided by law, from rental of public lands, and from funds allocated in the national budget for the leasing and construction of school plants.<sup>11</sup> As it would be impossible to undertake at one time the construction of the approximately 800 school buildings needed, the law designates that the work be begun in certain provinces which contribute most heavily in the repayment of the loan. Preference is shown also to communities where construction work has already begun and to communities offering to share the cost and the labor or to provide the land for school purposes—both of which have been fairly numerous.

**Organic Law of Public Education (*Ley Orgánica de Educación Pública*).**—In 1941, through the efforts of the Ministry, a new Organic Law of Public Education was passed. With subsequent amendments, interpretative regulations, and directives emanating from the Ministry, it is claimed that this Law is bringing Peruvian schools into direct contact with the everyday life of the nation. Elementary education is becoming industrialized; rural education, agriculturalized; but common to both is the program of general

<sup>11</sup>MacLean y Estenós. *Op. cit.*, p. 441, note 4, lists the laws having a bearing on this loan.

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education characteristic of elementary schools. Secondary schooling has been given a dual orientation—general and technical, the latter, open to both boys and girls, being further divided into commercial, industrial, and agricultural. In some of the national secondary schools vocational departments have been added to the traditional academic offerings, and many others have been provided with cabinets for specimen displays in physics, chemistry, and geography. New school buildings are being built in line with modern educational needs, old ones repaired or remodeled and equipped with new furniture and materials.

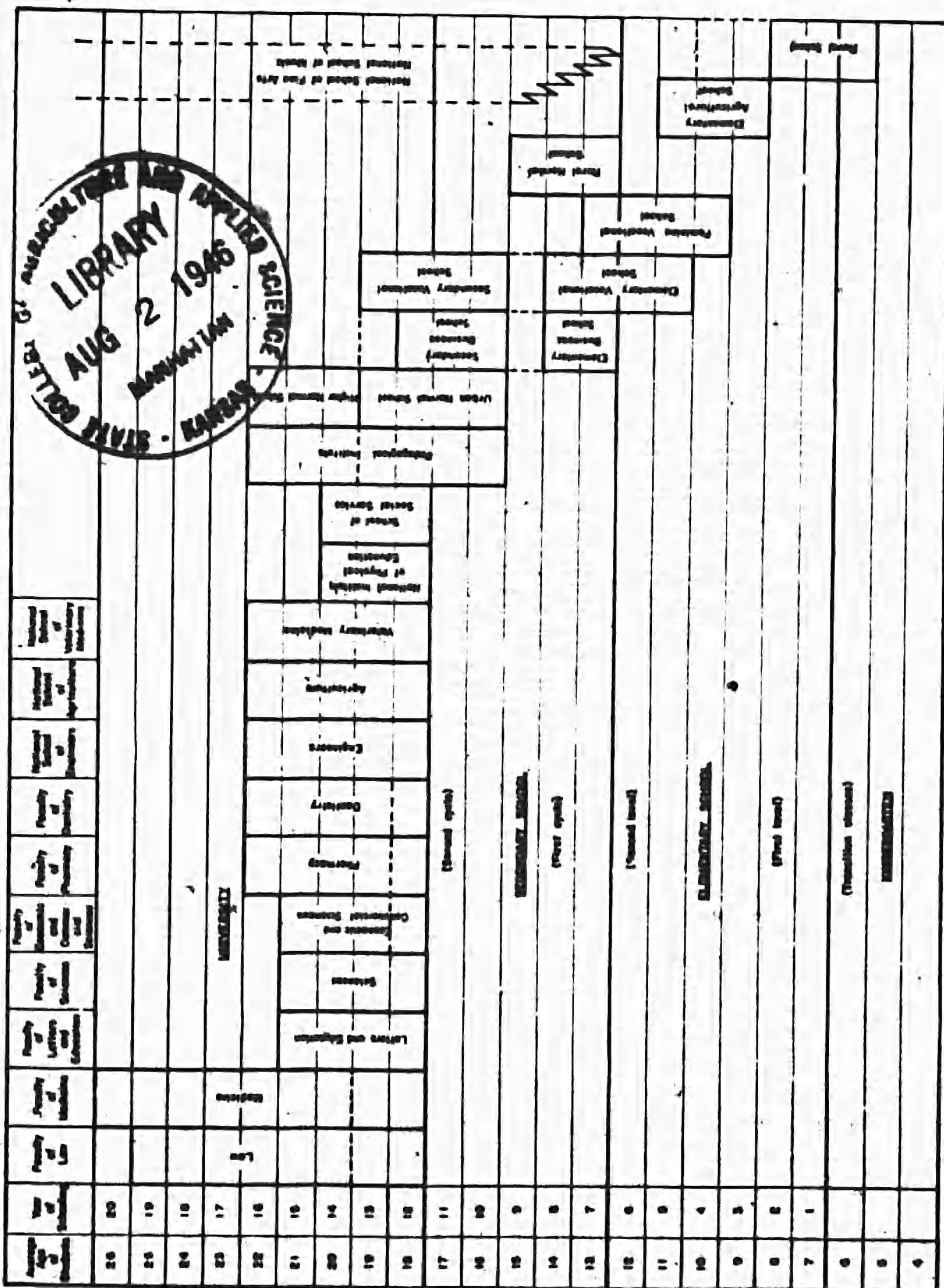


Chart 2.—Organization of Education in Peru, 1944





Study and teaching methods have been revised with the result that quality rather than quantity is being emphasized in both the curriculum and its mastery. Detailed programs of study, with accompanying teachers' guides, for elementary, secondary, normal, and vocational schools, have been prepared and distributed throughout the Republic. The organization of education in Peru is shown in the chart on page 10.

**Physical education and school hygiene.**—This aspect of Peruvian education is the responsibility of an independent department in the Ministry of Public Education, which functions in cooperation with the various subdivisions of the Ministry of Public Health, Labor, and Social Welfare. Physical education is compulsory at all educational levels, and for the implementation of this requirement the ministerial department includes divisions of psychopedagogy, school hygiene, physical education, and dental service. Various bureaus, institutes, and consultant services are also maintained for research and advisory purposes.

The immediate aim of the widespread activities of the Department of Physical Education is the improvement of pupil health, the ultimate objective is the vitalization of the race. By means of medical and physical examinations administered twice a year, the school population is graded according to physiological development as: (1) physically fit for complete exercises, (2) for moderate exercises, (3) temporarily exempted, (4) definitely exempted, and (5) in need of corrective exercises. For this last group special physical therapy services and apparatus have been provided.

Graduated plans and programs, separate for boys and girls, have been scientifically prepared for the different physiological levels. Considerable flexibility is provided for, to permit the teachers to conform to radical physical, climatic, economic, and social conditions. Structural development, dexterity, agility, resistance, and versatility are all sought to a normal or average degree. Sports and games receive particular emphasis and championship tournaments in the various fields are held annually to stimulate pupil and public interest. The classes of physical education begin with educational gymnastics graduated according to the physiological level of the pupils. Next, exercises, are applied in specific aspects of sports training. The last few minutes of the 30 to 45-minute period are devoted to recreation and play. By the end of the school year each pupil has participated in all the different types of physical exercises called for in the program. During the year a record is kept of the mark made by the pupil in each type of exercise and the average of these marks constitutes his final grade for the year in physical education.

## CHAPTER II

### ELEMENTARY EDUCATION

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**Aim and organization.**—According to the Organic Law of Public Education (p. 9), modified December 31, 1943, instruction for Peru's children begins with a kindergarten for children from 4 to 7 years of age, including transition classes (clases de transición) for those between 6 and 7 years; and the usual public elementary education (educación primaria común). In general, elementary education has as its aim the physical, moral, and mental development of the pupils with orientation toward patriotism and toward social and international goodwill. Religion is a required subject in all schools and premilitary training is obligatory for boys over 12 years of age.

Instruction and subject matter are adapted to the physical and mental development of the pupils and wherever the enrollment permits, pupils are grouped according to ability. Methods of teaching are based on the principle of child activity for the discovery and development of aptitudes. Attempt is made to encourage habits of work in the pupils and to guide them into practical occupations, with special attention to occupations peculiar to the region in which the school is located. Courses and programs of study make provision for activities in shop and garden and for the working out of practical exercises. Study courses are short and flexible, to permit freedom of action on the part of the teachers with respect to pupil interests and school environment.

**Kindergartens and transition classes.**—Preschool education for children between 4 and 7 years of age, is coeducational and under the direction of especially prepared women teachers. Instruction, food, clothing, and playthings are furnished free of charge. In 1944 Peru had 28 public kindergartens.

The first of these schools to be founded in the Republic was the *Jardín de la Infancia* in Lima. This school has an enrollment of 500 children from 3 to 7 years of age, actual attendance ranging between 400 and 480. All educational activities are managed by a directress, a supervisor-guide (*organizadora*), and 10 teachers. The official school year, April through December, is observed, the

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daily session extending from 9 to 11 a.m. and from 2 to 4 p.m. Children who are served breakfast arrive at school at 8 a.m. Lunch periods last between an hour and an hour and a half, supervised by personnel from the Ministry of Public Health. Before they go home at 4, the children are served a light refreshment of bread and jelly.

For their work and play periods the children are grouped in sections of 35 to 40 according to age and ability. Three-and-four-year olds sing, dance, draw, play games, and otherwise learn to conduct themselves properly in the school situation. Five-and-six-year-olds enjoy considerable liberty of action, under the guidance of the teachers. They frequent the well-lighted, well-ventilated and well-equipped 120 by 18-foot shop where from waste materials such as nuts, shells, bits of cork, match boxes, corn, plant fibers, spools, paper, and macaroni sticks they make animals, carts, dolls, boats, strings of beads, bracelets, rings, games, and other objects. Another room has been turned into a sort of library, arranged and decorated by the pupils themselves with drawings, paintings, cut-outs, and artificial flowers. Story books, magazines, and samples of school work are kept here for the children's pleasure and convenience. For the girls there are also classes in sewing. After lunch, the older children take charge of cleaning up, washing, combing, and entertaining the younger ones.

Upon completion of the final year's work, the pupils can read, write, sew, and play and work together in a fashion desirable for first-graders. This last year's work for children between the ages of 6 and 7 years comprises what in Peru are termed "classes of transition" from preschool to the primary grades of elementary education, offered both in kindergartens and in many public elementary schools. The aims of preschool instruction are given as follows:<sup>1</sup>

1. To direct the development and spontaneous activities of the child.
2. To protect his health through proper food, dress, cleanliness, fresh air, and play.
3. To encourage the formation of good habits.
4. To accustom the child to help himself.
5. To cultivate the love of the beautiful.
6. To develop his means of expression.
7. To stimulate the spirit of cooperation.
8. To cultivate moral and religious sentiments.

**Public elementary education (*educación primaria común*.)—**Public elementary education in Peru is provided in a 6-year course, compulsory and free for all children from 7 to 16 years of

<sup>1</sup>Planes y Programas para la Educación Infantil, las Clases de Transición y la Educación Primaria Común. Ministerio de Educación Pública. Lima, Edición Oficial, 1942. p. 9.

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age. It may include less than 6 years in rural districts, and more in schools offering elementary technical training. Elementary education comprises two levels (grados): a first level, consisting of the first 4 years for children from 7 to 11 years of age; and a second, of the last 2 years for children between 11 and 13. For country children there are first-level elementary schools which offer classes of transition and the first 2 years of elementary school instruction.

**Aims.**—General objectives of elementary school instruction are:<sup>2</sup>

1. To provide the elements of general culture and to awaken a fondness for country life and an interest in its industries.
2. To contribute to physical development and good health.
3. To stimulate altruism and cooperation.
4. To favor the acquisition and conservation of good habits, especially of punctuality, truthfulness, perseverance, industriousness, the spirit of initiative, self-reliance, goodwill toward one's neighbors.
5. To strengthen the feeling of patriotism, tempering it with attitudes of social and international peace.
6. To cultivate religious sentiments.

No clear distinction is made between rural and urban schools other than that the former are those situated in rural environments or in urban districts where the people engage almost exclusively in agricultural pursuits. The course of studies is identical for urban and rural schools, although theoretically greater attention is given to agricultural activities in the rural areas. Agricultural and industrial orientation of elementary instruction begins in the early years with consideration of phases that come within the experience and understanding of young children. During the later years the regular elementary academic offering is supplemented with practical exercises of an agricultural, industrial, commercial, and domestic character, but without reference to any particular trade or profession.

**Course of studies, methods, textbooks.**—In accordance with a decree of July 10, 1941, the teachers of Peru were called upon to assist in the reform of the plans and programs of studies for the public, elementary, secondary, normal, and other schools of the country. In September of the following year the National Council of Education approved the new plan for elementary schools which evolved from this study, and made it official for all public and private institutions.

According to the new plan, instruction in the first 2 years is by the whole method (globalización) and revolves around three

<sup>2</sup>Ibid., p. 27.

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large "vital areas" as centers of attention: home and school, the town, and the fatherland. The usual elementary school subjects are taught, not as separate departments of knowledge but as important elements or factors in the process of bringing about pupil understanding of the three "vital areas." During this period instruction and content undergo a horizontal or broadening development of things already known. Each "vital area" comprises 15 units of activity of approximately 15 days each.

In the third, fourth, fifth, and sixth years this globalization or center of attention method gives way to the study of individual school subjects, as such, but relationships among the various subjects are given much attention. Throughout the elementary school years, subject matter is to be acquired through a graduated series of activities which, with their corresponding learning outcomes, are given in considerable detail in the new plan of studies. The subjects taken in the last 4 years of elementary school are: language, arithmetic, nature study, social education, singing, art and manual activities, shopwork and gardening, morality and religion, and physical education. For girls, home economics and child care are added in the fifth and sixth years.

The Herbartian method and procedures common in the schools of many other countries, including the United States, predominated for many years in Peruvian education and continue to be widely employed. An experimental institute in Lima, however, and the practice schools in teacher-training establishments are making considerable progress toward adapting the newer educational methods to the situation in Peru. Increasingly the child is being regarded as the agent of his own learning. Moreover, he is given an active share in the government of the school, which for this purpose is turning into a working group directed by a school council composed of teachers and pupils. Pupil initiative is directed into the preparation of school bulletins, the organization of cooperatives, and similar activities.

Aside from a few elementary readers appropriate for the first and second years, there are practically no textbooks. The new plan will require a new type of textbook for all school years above the second, however, and plans are under way to have them prepared in conformity with the "activity" principles on which the instruction is based. Priority is being given to readers and to books on the history and geography of Peru for the 4 upper years.

Regulations provide for achievement tests every 2 months. At the close of the school year, in December, promotional examinations are administered, which are written, oral, and practical in nature. In the classes of transition, examinations are not given

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and there is a trend toward eliminating them in the regular elementary school years, in favor of systematic evaluations of progress by the teachers during the school year.

**Organizations for School Patronage (*Patronatos Escolares*).** The Organic Law of Education grants direct participation in the activities of the school to parents, neighbors, and community authorities. Intervention in school administration is, of course, not included; but an increasingly intimate bond between the school, the home, and the community is being established through economic, social, and cultural cooperation. These *Patronatos Escolares*, corresponding somewhat to our United States Parent-Teacher Associations, are autonomous groups composed principally of teachers and parents who assume a great share of the general responsibility for pupil health and school welfare. Among the most common interests of these groups are school lunches, medical and dental services, library improvement, expansion of the physical education and sports program, and the promotion of pupil savings accounts.

**Fiscalized schools (*Escuelas fiscalizadas*).**—Owners or managers of agricultural, mining, industrial, or other enterprises, whose employees form a population center including more than 30 children of school age must maintain an elementary school which these children may attend free of charge. In enterprises employing mothers with more than 30 children between 4 and 7 years of age, the management is required to maintain a kindergarten. If more than 20 adult illiterates are employed, classes must be conducted for them. These fiscalized schools, as they are called, must follow official plans and programs of study and are subject to State supervision. For communities in which the land is parceled among Indian workers, the State provides subventions, and in cases where the cost of the school involves more than 10 percent of the net income, the State itself maintains the school. In August 1944 there were 506 fiscalized schools, taught by 853 teachers.

**School supervision (*Inspección de la educación*).**—The direction and supervision of the economic, administrative, and pedagogical aspects of elementary education in each school district in Peru is in the hands of a district supervisor aided by assistant and local supervisors. Each province has a district supervisor, appointed by competitive examination through the Department of Elementary Education. For appointment the applicant must be a native Peruvian between 30 and 45 years of age, have at least the Urban Normalist title (p. 31), have a minimum of 5 years of public-school experience, and have completed successfully the training

## ELEMENTARY EDUCATION

courses in school supervision. District supervisors may be authorized to oversee the work of the first 3 years of secondary education and of private elementary schools not otherwise subject to supervision. They may not remain in the same district more than 4 years, nor may they hold another position during their appointment period.

Assistant supervisors (subinspectores ambulantes) work under the direction of the district supervisors. They visit schools in all parts of the province except those in and around the headquarters city or town for which their superior is responsible. The district supervisor may also appoint a local supervisor from among the teachers or parents of the community. In 1944, a total of 95 supervisors and 14 assistant supervisors were guiding elementary school instruction in Peru.<sup>3</sup>

For the supervision of private elementary schools in Lima, Callao, and other centers which the Ministry may indicate, special supervisors are appointed. There are also special supervisors in the following fields: scholarships, preschool and kindergarten, technical, artistic, and physical education.

At the elementary school level supervision aims at (1) the improvement of curriculum development in particular subjects; (2) strengthening of teaching procedures; (3) discovery and elimination of personal deficiencies of the teachers; (4) evaluation of pupil achievement; (5) evaluation of teacher performance; (6) classification and rating of the instructional personnel according to professional preparation and actual performance. Circular No. 1; of February 4, 1943, directs supervisors to visit each school in their district at least twice a year, spending at least 15 days a month, from April to November, in this activity. Before each round, they are required to file with the Ministry the date of departure and the itinerary to be followed. Instructions relating to the conduct of the supervisors during the school visits conform to the most modern principles of school supervision as a friendly advisory and guiding service for the good of the teacher and the pupils.

**Statistics.**—In 1944, Peru had 7,647 public elementary schools with 657,362 pupils taught by 13,084 teachers. The same year, Chosica and Bañeros alone had 21 private elementary schools for boys and 62 for girls taught by 646 teachers. Enrollments in these private elementary schools were 9,896 boys and 9,737 girls, in addition to a preschool enrollment of 858 boys and 4,432 girls.

<sup>3</sup>El Progreso de la Educación en el Perú. La Asociación Nacional de Maestros Primarios y Maestros del Perú. Lima, Febrero de 1944. p. 24-26.



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The total private school enrollment for 1944 was 18,010 boys and 23,548 girls. Authorized expenditures for public elementary schools exclusively during the same year amounted to 26,294,124.00 soles. Additional moneys were applied to elementary schools through budgetary allocations for buildings, materials, the physical education program, vocational training, and other general education costs.



## CHAPTER III

# SECONDARY EDUCATION

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**Aim and organization.**—Secondary education in Peru is offered in a 5-year school divided into 2 cycles of 3 and 2 years, respectively. In the first cycle of public secondary education (educación secundaria común) the same subjects are taken by all students as preparation for life, with no particular slant toward a trade or profession. This general culture cycle continues and broadens the offering of the elementary school. To some extent, more especially in physical education, provisions are made for differences in adolescent nature, but there is no systematic recognition of individual variations in interests, aptitudes, and capacity. Successful completion of the general culture cycle permits entrance to the second or specialization cycle, and to technical, business, normal, or art schools. The specialization cycle prepares for admission to the university; the other schools provide terminal courses which fit the student for employment in business, industry, or teaching. Instruction in secondary schools is separate for boys and girls; but where no school for girls exists, this regulation may be disregarded.

**Secondary school support.**—The sources of support are national Government and departmental subsidies, income from properties, tuition, and examination fees. Each school has a financial committee (junta económica) which prepares an estimate of probable annual expenditures and exercises a measure of supervision over the disbursement of funds made available to the school. Membership of this committee includes the district supervisor as chairman, the head of the respective school, a teacher elected by the professorial council, and 2 male parents who are appointed every 3 years by the director of the Department of School Economy in the Ministry of Education.

Whereas public elementary education in Peru is gratuitous, secondary education is not. Ordinarily the fees in public schools are about as follows: Tuition, 8 or 10 soles a month; registration and examinations, 6 soles each. For the benefit of students who cannot pay these fees, numerous scholarships are provided. The parent members of the financial committee receive free tuition for their children.

## EDUCATION IN PERU

**Secondary school plants.**—The Organic Law of Education provides that the State establish national secondary schools wherever necessary. Some of them may offer only the first 3 years of instruction. In all these schools a supplementary 2-or-3-year course of technical or vocational education must be provided if the number of students warrants it. In all schools, medical and dental service, vocational guidance, social welfare opportunities, and cultural extension offerings are provided.

From 1940 to 1944 the number of national secondary schools rose from 44 to 69, an increase of 57 percent. The new schools occupy new modern buildings, with ample office, classroom, laboratory, dormitory, and dining room facilities. A large school yard (patio), surrounded by the school building, provides some space for calisthenics and games; but for regular sports and much of the physical education program the student body is taken to a larger tract of land at the outskirts of the town. In Lima there are 5 large national stadia which schools use, by turn, one or two afternoons a week and frequently in the evenings and on Sundays.

Many of the older schools occupy remodelled private residences, and church or government office buildings. In these, illumination, ventilation, number and size of the classrooms are inadequate, generally, for contemporary Peruvian school purposes. Furniture and classroom materials, as well as library facilities, leave much to be desired, although the Government is making efforts to remedy the situation through its school building program (p. 9).

**School year and school day.**—The school year varies somewhat with the climate of the region in which the school is located and the occupations of the majority of the inhabitants. Most commonly it extends from April through December. In no instance may it be shorter than 9 months. Fifty-minute classes, with 10-minute intervals, are scheduled during 4 hours in the morning and 2 hours in the afternoon. Some schools provide for 15- and 20-minute intervals between classes. School sessions extend throughout the 6-day week, but Saturday afternoons are free and another afternoon is devoted to physical education.

**Admission requirements.**—For admission to the secondary school the pupil is required to have reached the age of 12 years and to hold the official graduation certificate from the 6-year elementary school. There is no entrance examination.

**Scholarships.**—To one able and worthy graduate of each public elementary school the State provides a scholarship covering board, room, and tuition in a national secondary school which offers

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dormitory facilities, or a tuition scholarship in a day school. Both girls and boys are eligible. Similar scholarships (becas de interno) are provided for two students from each province, to attend the National Secondary School of Nuestra Señora de Guadalupe, in Lima. Other scholarships are granted to children of heroic or eminent Peruvians whose economic status makes such a grant desirable.

**Secondary school teachers.**—Official estimates place the number of teachers in national secondary schools at 2,500, approximately 700 of whom are women. About a third of them hold the title or certificate of Secondary School Teacher (Profesor de Segunda Enseñanza); a third are university graduates with professional titles such as doctor, lawyer, or engineer, and the remaining third are students in the university or other schools of higher learning. Salaries average around 35 soles a month per hour a week taught, with a 5 percent increase every 5 years.

**Secondary school supervision.**—At least three regional visitors are attached directly to the office of the Minister of Public Education for the supervision of secondary and normal schools. Qualifications for this position are that the candidate be a native Peruvian, 35 years of age or over, hold at least the title of Urban Normalist, and have had a minimum of 10 years of teaching or administrative experience.

**Textbooks.**—For numerous reasons textbooks are not employed as regularly as school authorities desire. As the great majority of books available are of European origin and out of date, very few meet the requirements of the new educational philosophy by which schoolwork is to be given a practical "activity" orientation. Many of the teachers are unskilled in the instructional techniques that lead to pupil participation in the learning process in any way other than by taking notes from dictation. The great need for school buildings and adequately trained, better-paid teachers limits the availability of funds for the preparation and publication of materials adapted to the demands of the new educational program. Scarcity of paper and high costs of printing are further deterring factors in the production of an ample supply of appropriate school texts.

A decree of August 5, 1944, however, called for the appointment of committees of public secondary school teachers to study the subjects of the newly adopted plan of studies, to the end that proper textbooks may be written. These committees are to determine the content materials of each individual subject-matter field at the different secondary school levels. Their findings, upon ap-

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proval of the Ministry of Education, will be employed as guides or outlines for the development of textbooks. In the meantime, these preliminary outlines will be published at State expense and sold to secondary school pupils at cost.

**Libraries.**—Library holdings in Peruvian secondary schools are slowly being expanded to meet the needs of the school program. In general, however, the shelves are stocked with volumes of French, Spanish, and German editions for adults of many years ago, largely philosophical and literary in character. Few, if any of these books were especially written for teen-aged children, and modern technical works are rare. There are, of course, exceptions to this condition. A few schools, mainly although not exclusively private institutions, have fairly adequate library facilities, with special sections for the younger, elementary level pupils, and the entire holdings classified according to content areas. A few schools, also, which have been officially granted the privilege of teaching most of their classes in English, have relatively strong sections of English books of both elementary and secondary school character.

There is considerable variation in school library practice. In some institutions students have access to the library from 8 a.m. to 9 p.m.; in some, during school hours, from 8:30 a.m. to 4 or 5 p.m.; in others, for an hour before classes in the morning, during the midday recess, and for an hour or so after school.

**Course of studies.**—Twenty-four required subjects are studied in Peru's secondary schools, with trigonometry as an additional subject optional in the fifth year. The official program, adopted in 1942, is obligatory in all regular public and private institutions. Each student takes 33 hours a week—13 subjects a year except in the third year, when only 12 are studied.

The content of the various subject-matter fields, indicated in detail in an official publication,<sup>1</sup> is so arranged that relationships among the subjects studied each year may readily be developed. To guide the teachers in the selection and presentation of materials, special instructions precede the outline for each subject, and considerable elasticity is provided for adapting the teaching to the environment and the psycho-biological conditions of the pupils. In general, the purely intellectual subjects are scheduled in the morning and practical activities in the afternoon. The practical work includes manual training and tasks and experiments in agriculture and animal husbandry, according to the needs and re-

<sup>1</sup>Plan y Programas para la Educación Secundaria Común. Edición Oficial, Ministerio de Educación Pública. Lima, 1942. 139 p.

## SECONDARY EDUCATION

sources of the community. For girls, military education is replaced largely by home economics, child care, and the arts.

By a decree of October 26, 1944, the study of English is declared to have great importance in Peru's economic, social, and cultural relations, and is made obligatory as a major, basic course in all public and private secondary schools of the Republic. The decree further provides for the adoption as official text the book "Curso de Inglés," prepared by the staff of the Peruvian-North American Cultural Institute and published by the Ministry of Public Education. A special effort is being made to improve the teachers' mastery of the language and to raise the standard of English teaching.

The official curriculum recommends visits to neighboring factories, museums, expositions, places of historical and geographical significance, important public offices, musical concerts and the like, so that the pupils may enjoy first-hand experiences which broaden their culture and permit the development of their powers of observation and investigation. Excursions to other cities and localities require the approval of the Ministerial Department of General Education, and those which involve visiting a neighboring country may be granted a special subsidy. Table 2 gives the program of studies for the secondary schools of Peru.

**Table 2.—Program of studies for secondary schools**

Subject	Hours a week per school year					Total
	I	II	III	IV	V	
1	2	3	4	5	6	7
Spanish .....	4	4	4	4	4	20
Foreign language .....	3	3	3	3	3	15
Moral and religious education .....	1	1	1	1	1	5
Peruvian and world geography .....	3	2	3			8
World history .....	2	3	2			7
Peruvian and American history .....	3	3	4			10
History of civilization .....				3	3	6
Mathematics .....	4	4	4	4	2	18
Trigonometry (optional) .....					2	2
Botany .....	2					2
Zoology .....		2				2
Anatomy, physiology, hygiene .....			3			3
Geology .....				1		1
Psychology .....				3		3
Civics .....				1		1
Physics .....				3	3	6
Chemistry .....				3	3	6
Philosophy .....					2	2
Political economy .....					3	3
Drawing and manual arts .....	3	3	2			8
Music and singing .....	1	1				2
Physical education .....	2	2	2	2	2	10
Premilitary training .....	2	2	2	2	2	10
Supervised study .....	3	3	3	3	3	15
<b>Total .....</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>165</b>

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**Examinations and grading system.**<sup>2</sup>—Tests or estimates of pupil progress are made bimonthly by the teacher of the respective course or class in all public and private schools of general education. Promotional, make-up, repeat, and revalidation examinations are also given at officially specified periods: In the national secondary schools, by a board consisting of the teacher of the course and two others named by the principal; in private schools, by a board of three members appointed by the National Council of Education. In elementary schools, both public and private, the examining board consists of the teacher of the group and another designated by the principal.

Examinations are written, oral, and when the subject permits, practical. The written tests may be objective in character; otherwise, the pupil is allowed 60 minutes to develop one of the three questions presented by the examining board. The oral test involves the answering of a question drawn by lot: the pupil may make a second drawing, but is limited to 15 minutes for his total time. Examinations in the sciences may be oral and written, or practical, the decision resting with the examining board; in mathematics, they consist of written problems and exercises and the oral solution of a problem drawn by lot; in history and geography, they are both oral and written; and in theoretical materials, they are written only.

The average of the four bimonthly marks (*pasos*) constitutes the classroom grade (*nota de aprovechamiento*) and is averaged with the examination scores for the general average (*promedio general*). All grades are assigned on a scale of 1 to 20, as follows: 0 to 5, failure (*reprobado*); 6 to 10, poor (*malo*); 11 to 17, good (*bueno*), and 18 to 20, excellent (*sobresaliente*). To pass a given course the student is required to attain a general average of at least 11.

Forms in triplicate for reporting examination results are distributed by the National Ministry and are signed by the three members of the examining board immediately after the examination. The grades are reported in words rather than in numbers, and alterations and erasures are prohibited.

**Diplomas.**—Upon satisfactory completion of the first or general culture cycle the student receives a certificate. Termination of the second or specialized study cycle entitles the student to a diploma of secondary education (*diploma de educación secun-*

<sup>2</sup>Rol de Exámenes de Promoción de los Colegios Particulares de Lima, Callao, Balearica, y Chosica. Año Escolar de 1943. Dirección de Educación Común. Ministerio de Educación Pública. Lima, Imprenta Minerva, 1943.

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daria), which is one of the prerequisites for admission to the university Faculties of Letters, of Science, and of Economics.

**Private secondary education.**—Many secondary schools are maintained and conducted by religious and other nongovernmental organizations. According to the Education Ministry supervisor of private instruction, there were 165 private secondary schools in Peru in 1944. Of this total, the region comprising Lima, Callao, Balnearios, and Chosica has 78—36 for boys and 42 for girls. One thousand and four teachers are engaged in secondary school teaching exclusively, and 68 others teach both elementary and secondary school classes.

By far the greatest number of private schools are conducted by the Roman Catholic Church, with which the national Government maintains harmonious relationships.<sup>3</sup> Private schools, with a few exceptions in cases of special work in a foreign language, are required to follow the official plans and programs of study and otherwise conform to the regulations established by the Organic Law of 1941.

The new law sets the pattern within which private schools may function. The emphasis on Peruanity (Peruanidad) must permeate all instruction, regardless of the nature of their sponsorship. National heroes must be honored and only Peruvian songs and emblems be employed, to the exclusion of all foreign symbols excepting those making for international solidarity, in which case prior authorization must be received from the National Council on Education. The names of private schools must be in Spanish. Besides other safeguards of Peruanity, only Peruvians may teach Peruvian history, geography and civics. Teachers, professors and supervisors of private education have been granted the same guarantees of punctual salary payments, vacation pay, and other benefits already enjoyed through Government intervention, in addition to the minimum salary to be established by the Council. Private schools which through their standards of work offer guarantees of real benefit for the youth of the country and which fulfill the requirements of cooperation with the State, may be subsidized by the State. In general, private schools enjoy autonomy in their educational mission, but they are included in the organic body of the national system under the direction of the State.<sup>4</sup>

At least 80 percent of the teachers in a given private school must be native Peruvians who teach 80 percent of all the classes. In case the school specializes in the teaching of a foreign language only 50 percent are required to be Peruvians. This regulation does not apply to schools maintained by religious teaching orders. Either the principal or the vice-principal of each school must also

<sup>3</sup>Mensaje presentado al Congreso por el Señor Doctor Don Manuel Prado, presidente de la República. Oficina de Informaciones del Perú, Lima, 1941. p. 53.

<sup>4</sup>Ibid., p. 65



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be a Peruvian. As in the case of public schools, all instruction must be in Spanish, except in the case of language schools.

The private school in Peru is not permitted to charge the student any fees other than those approved at the beginning of the scholastic year by the Minister of Education for the particular school. Regular fees are, of course, much higher than in public institutions. Matriculation ranges between 5 and 30 soles a year; instruction, between 90 and 300; room and board, up to approximately 1,000 soles. Laboratory, examination, laundry, school uniform and other minor fees are usually charged also.

Article 386 of the Organic Law of Education, however, authorized Government subsidies to private schools under certain conditions until the number of institutions is sufficient to the needs of Peruvian youth. The amount of the subsidy is in proportion to the number of students in the school and an average attendance of less than 70 percent of the enrollment results in its discontinuance. Institutions of technical education receive preferential attention in this matter of State aid.

Any individual or organization complying with the regulations established in the Law may, with the authorization of the National Council of Education, found a private school, but no new private normal schools may be established.<sup>5</sup>

<sup>5</sup>Ley Orgánica de Educación Pública, No. 9359, Art. 391. Trabajos de la Comisión Reformadora de la Ley Orgánica de Enseñanza (Ley No. 9096). Lima, 1941.



## CHAPTER IV

# TEACHER EDUCATION

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*Teachers' merit system.*—Teaching in Peru is by law a public career or profession and efforts are being made to guarantee its stability and efficiency. In 1930, the Teachers' Merit System (Escalafón del Magisterio) was created in the Ministry of Public Education and by 1944 its services had been extended throughout all public elementary, secondary, and normal schools of the Republic. By means of a definite scale, this organization classifies the teaching personnel of the country according to education and period of service; prescribes compulsory membership for all teachers in the public schools; keeps an individual professional record of each teacher as reported annually by principals, supervisors, or school boards; establishes the technical, moral, and physical qualifications of teachers and sets up the job specifications for the various types of teaching positions; indicates the rights and obligations of the qualifying boards throughout the Republic; appoints an Investigating Committee for the study of teacher conduct and discipline; and determines all cases of promotion from the elementary school level to the high technical and administrative positions in the National Ministry of Public Education.

Since the establishment of the teachers' merit system, many of the teachers' problems have been ameliorated. Salaries have been increased and the salary scale reorganized on a more equitable basis, including the abolition of salary differences between men and women teachers. Competitive examinations have been established for filling new teaching positions. Numerous other benefits have been made available to teachers through the Teachers' Mutual Insurance Association (see p. 39). Moreover, new normal schools and offerings for in-service improvement have been provided in increasing number and quality.

### ELEMENTARY TEACHERS

*Teachers.*—Elementary school instructors, broadly speaking, are of 3 categories: (1) normal school graduates, who hold the title or certificate of Urban Normalist (Normalista Urbano) or Rural Normalist (Normalista Rural); (2) titled or certificated teachers, who have not graduated from normal school, but hold a license or certificate permitting them to teach; and (3) unlicensed teachers. Upon presentation of proof of 7 years of satisfactory

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public-school service, the third type of teacher may be granted a license.

Teachers are selected through competitive examinations covering merits and aptitudes, in much the same manner as our own Civil Service practice. Years of service, titles and certificates, education, positions held, performance, resourcefulness, honors and awards, teaching ability, and similar qualities are taken into consideration in this connection. Applicants are given a rating and receive appointment accordingly. In 1944, of a total of 12,971 teachers on the books of the National Ministry, 7,589, or 58 per cent, held certificates. Normal-school graduates receive 260 soles per month; certificated teachers, 160 soles, and uncertificated, 105 soles.

**Department of Normal School Education (*Dirección de Educación Normal*).**—With the promulgation of the Organic Law of Education in 1941, a department of normal school education was created in the National Ministry for the promotion, orientation, and supervision of teacher education in the Republic. The budgetary allotment of this department in 1944 was 1,672,544.29 soles, exclusive of salaries and other expenses of the ministerial staff.

**Normal schools (*Escuelas normales*).**—In 1944, Peru had 10 urban normal schools, 2 National Pedagogical Institutes with departments of urban normal instruction, and 19 rural normal schools. Elementary school teachers are prepared in the urban and rural normal schools, in the lower sections of the pedagogical institutes, and in the normal departments of the Catholic University of Peru and of the national universities of Arequipa, Cuzco, and Trujillo.

Normal-school teachers are university graduates with the degree of doctor of education (*doctores en pedagogía*) or of secondary school teacher (*profesores de segunda enseñanza*); graduates of the Pedagogical Institute with the title of secondary school teacher; or normal school graduates (*maestras normalistas*) with long and varied experience.

**School year and school day.**—The school year extends from April through December, with 15 days of vacation in July and August and a 3-month vacation during January, February, and March. Classes are held from 8:30 a.m. to 12 noon, and from 2:30 to 5 p.m. In the highlands and mountain regions slight adjustments are made to climatic conditions.

**Admission requirements.**—To be admitted to the rural normal schools, students are required to be physically and mentally sound, to be at least 12 years of age, and to have completed elementary education. Entrance to urban normal schools requires

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completion of the first 3 years of secondary education and an age of 15 to 21 years. Public announcements are made periodically regarding the need for students in these institutions, which is determined largely by the vacancies in the elementary schools occasioned by the opening of new schools and by promotions of experienced personnel.

**Examinations.**—Applicants for admission to the normal schools are subjected to mental, physical, and achievement examinations to determine their aptness for teaching. Promotion from 1 year to the next requires a passing grade in all subjects, as there are no make-up examinations. Both written and oral examinations are used, the former consisting of graded questions for the entire group, the latter of individual questions drawn by lot. Bimonthly, promotional, and final examinations are administered and graded in the normal schools in the same manner as in the secondary schools (see p. 24).

**Plans of study.**<sup>1</sup>—In tables 3 and 4 are given the plans of studies for the rural and the urban normal schools. Each student receives 33 hours of instruction a week—during 3 years in the rural school and 4 years in the urban schools. Observation and practice teaching are provided in special practice sections connected with the school or in regular elementary schools in the vicinity.

**Table 3.—Plan of studies for rural normal schools**

Subject	Hours a week per year		
	I	II	III
I	2	3	4
Spanish .....	4	4	3
Mathematics .....	3	2	
History of Peru .....	2		
Geography of Peru .....	2		
Civics .....	1		
Anatomy, physiology, and hygiene .....	3		
Botany, zoology, agriculture, animal husbandry .....	5	5	
Physics and chemistry .....		2	
Elements of psychology .....	2		
Child study .....		2	
General education .....		3	
General methods of teaching .....		2	
Directed observation of teaching .....		1	
School law and organization .....			2
School hygiene .....			3
Special methods—theory and practice .....			6
Farm bookkeeping .....			2
Religion .....	1	1	1
Manual activities or home economics .....	4	4	4
Pre-military instruction .....	1	1	1
Study of rural life .....		2	
Drawing .....	1	1	1
Music and singing .....	2	1	2
Farming practice .....			5
Library science .....	2	2	3
<b>Total .....</b>	<b>33</b>	<b>33</b>	<b>33</b>

<sup>1</sup>Planes y Programas para la Educación Normal Rural, Normal Urbana y Normal Superior. Edición Oficial. Ministerio de Educación Pública. Empresa Editora Peruana S. A., Lima, 1942.

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**Table 4.—Plan of studies for urban normal schools**

Subject	Hours a week per year			
	I	II	III	IV
Spanish	3	3	2	
Foreign language—preferably English	2	2	2	2
Geography of Peru and the world	3			
Civics	1			
History of Peru		2	2	
Religion	1	1	1	
Mathematics	3	2		
General psychology	3			
Child psychology		3		
Mental and educational measurements				2
School hygiene				2
Anatomy, physiology, and hygiene	2			
Zoology, zootechnics, and taxidermy		2		
Chemistry				2
Physics			2	
Botany, agriculture, and preparation of a herbarium			2	
General education		3		
General methods of teaching		3		
History of education				3
Directed observation of teaching		1		
School law and organization			2	
Methods of teaching Spanish			3	
Methods of teaching history			2	
Methods of teaching geography			2	
Methods of teaching morals, religion, and civics			1	
Methods of teaching mathematics				3
Methods of teaching biological science				2
Methods of teaching chemistry and physics				2
Methods of teaching drawing				2
Methods of teaching manual training				1
Methods of teaching music and singing				1
Methods of teaching physical education and games				2
Manual training	3	2	2	2
Drawing	2	1	1	
Penmanship	1			
Music and singing	2	1	1	
Physical education and educational games	2	2	2	
Preliminary instruction or home economics	2	2	2	1
Integrated practice				3
Library science	3	3	4	3
<b>Total</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>

**Emphases in normal instruction.**—Modern philosophy and modern practices predominate in normal-school teaching in Peru. "Activity" is the key word in every school. In the first year the studies are largely theoretical, but from then on, directed observation and rather intensive practical activities become the focal points of the program. In the rural normal schools, land is cultivated, farm animals are bred and tended, related industries are studied, and numerous individual investigations and projects are undertaken under the direction of the teachers. Urban normal-school students learn to make their own teaching materials, to handle many kinds of tools, and to rely upon their own resources in the solution of the problems inherent in the modern methodology of special subjects.

**Practice teaching.**—In each rural normal school 1 hour a week during the second year and 8 hours during the third year are devoted to practice teaching. In the urban normal schools, 1 hour a

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week of practice teaching is required in the second year, 4 hours in the third year, and 10 hours in the fourth year.

**Textbooks.**—No requirement of textbooks obtains (1944) in Peru's normal schools because the courses of study were established more or less suddenly, by law, in 1942, and there has been neither time nor adequate experience with the new plan for appropriate books to be prepared. The teachers lecture, explain, discuss, and distribute mimeographed outlines and briefs of their teachings. The students take notes and supplement them with readings.

**Libraries.**—The Government has endowed the normal schools with libraries through the mediation of the Division of In-service Training in the Ministerial Department of Normal Education. The various teachers' organizations are also encouraged to purchase and donate professional books to the normal school libraries. Two bimonthly magazines, *El Boletín Administrativo* and *La Revista para Maestros*, published by the Ministry of Public Education, are distributed gratis not only to the libraries but also to all the teachers of the Republic.

**Diplomas and titles.**—Students completing normal-school instruction receive a title in keeping with the type of school attended. Graduates of rural normal schools have the title of rural normal-school graduate (Normalista Rural) conferred upon them, and graduates of the urban schools, the title of urban normal-school graduate (Normalista Urbano). In the urban schools the prospective teacher may specialize in the field of kindergarten education (Maestra Jardinera de la Infancia), or of education of handicapped children (Maestra Especializada en Sub-normales).

**Statistics.**—In 1943 a total of 209 graduates received the title of Rural Normalist and 178 the title of Urban Normalist. Enrollments in 1944 totaled 1,242 in the urban normal schools and 3,707, including practice school pupils, in the rural normal schools.

**Teacher improvement.**—Opportunities for the cultural and professional improvement of teachers-in-service are available in many institutions. To enable elementary school teachers to acquire the "indispensable knowledge" imparted in the first 3 years of secondary education, preparatory to admission to the professional improvement courses, evening classes are held in several cities of the Republic.

Two types of organized professional courses are provided: one for uncertificated teachers and one for certificated non-normal-

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school graduates. The course for uncertificated teachers comprises 3 terms of 3 months each, of 30 hours a week, and is offered during vacation periods. Upon completion of the course, the title of Rural Normalist is awarded. Admission is granted to uncertificated teachers with complete elementary school education and 7 years of public-school teaching; to uncertificated teachers with third year of secondary education and 5 years of teaching experience; to uncertificated teachers with complete secondary education and 10 years of experience; to certificated non-normal-school graduates with 5 years of service; and to teachers holding the certificate of Elemental or Auxiliary Teacher of the second class and 3 years of experience.

In table 5 the complete course of studies is presented:

**Table 5.—Course of studies for improvement of  
uncertificated teachers**

Subject	Hours a week per trimester		
	I	II	III
1	2	3	4
Spanish .....	3		
Anatomy, physiology, and school hygiene .....	4		
Botany, agriculture, zoology, zootechnics, and agropecuarian practices .....	6	6	
Drawing .....	2	1	1
School music and singing .....	2	2	1
Psychology .....	6		
Morality and religion .....	1	1	1
Manual activities (according to sex) .....	4	4	4
Physical education and educational games .....	2		
Arithmetic, geometry, and surveying .....		3	
Child study .....		4	
General pedagogy .....		4	
General methodology .....		4	
Directed observation of teaching .....		1	
History of Peru .....			2
Geography of Peru .....			2
Civics .....			1
Bookkeeping .....			2
School law and organization .....			2
Special methodology (theory and practice) .....			6
Agropecuarian practices .....			6
Study of rural life .....			2
Total .....	30	30	30

Offerings for the improvement of certificated non-normal-school graduate teachers consisted of evening classes in 1944, but it was planned to make them vacation school courses beginning with 1945. Completion of the work leads to the title of Urban Normalist—the highest certificate at the elementary school level. Admission is granted to Elemental and Rural Normalists who have completed 3 years of secondary education and 1 year of public-school teaching; to certificated teachers who have completed all 5 years of secondary schooling and 10 years of service.

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The course of studies for this class of teachers covers 4 semesters as shown in table 6.

**Table 6.—Course of studies for improvement of certificated teachers**

Subject	Hours a week per semester			
	I	II	III	IV
	2	3	4	5
1				
General psychology.....	6			
School hygiene.....	3			
Manual activities.....	3	2	2	2
Drawing and penmanship.....	2	1	1	
School music and singing.....	2	1	1	
Physical education and educational games.....	2	2	2	
Child psychology.....		5		
General pedagogy.....		4		
General methodology.....		3		
School law and organization.....			2	
Methods of teaching Spanish.....			3	
Methods of teaching history.....			2	
Methods of teaching geography.....			2	
Methods of teaching morality, religion, and civics.....			1	
Methods of teaching drawing.....			2	
Methods of teaching arithmetic and geometry.....				3
Methods of teaching biology.....				2
Methods of teaching physics and chemistry.....				2
Methods of teaching manual activities.....				1
Methods of teaching music and singing.....				1
Methods of teaching physical education and games.....				2
Mental and educational measurements.....				2
Teaching practice.....				3
Total.....	18	18	18	18

By a decree of August 1944 special provisions were made for the improvement of third-class teachers (uncertificated) who during that year had taught 25 or more adolescents or adults to read. These teachers are to have their transportation paid to and from instructional centers where they may pursue at State expense work leading to the title of Rural Normalist. For teachers of the second-class (certificated but not normal-school graduates) a similar arrangement leads to the title of Urban Normalist.

### SECONDARY SCHOOL TEACHERS

**Preparation.**—Teachers for Peru's secondary schools are prepared in the following institutions: Two national pedagogical institutes, one for each sex; three pedagogical sections of higher normal education connected with the universities of Trujillo, Arequipa, and Cuzco; and two faculties of letters and education—one in the National University of San Marcos and one in the Catholic University of Peru. Admission to higher normal-school studies requires completion of the 5 years of secondary education, the 2-year general course in letters or science in one of the universities, and a minimum age of 20 years. The 2-year general course may be offered in the higher normal school. Candidates for

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the title of secondary school teacher specialize in one of the following fields: Spanish and philosophy; history, geography, and social science; mathematics and physical sciences; biological and chemical sciences; and modern languages.

### *Course of studies for certificate of secondary school teacher.*

—Formerly, each of the higher teacher-training institutions evolved its own plan of studies, approved by the Ministry of Public Education. A uniform course of studies<sup>2</sup> was adopted in 1942 for all but the University Faculties of Letters and Education. In the pedagogical institutes and the higher normal schools connected with the universities of Arequipa, Trujillo, and Cuzco, 2 years of general education (letras) are now followed by 3 years of specialized education, making 5 years of preparation for the title. The university faculties of letters and education, however, require 2 years of general education leading to the degree or title of bachelor of humanities (Bachiller en Humanidades) followed by only 2 more years of professional training for the title of doctor of education (Doctor en Pedagogía). Officials in the Ministry expect this difference in requirements, the saving of 1 year of study, eventually to cause all secondary school teachers to acquire their preparation in the university.

In tables 7 and 8 the plans of study for the secondary school teacher certificate in history, geography, and social science and in biological and chemical sciences are presented. The plans are given as established by decree in 1942, when the complete course consisted of only 4 years of study. Modifications that provide for the additional year of common-to-all work preparatory to the 3 years of specialization are now under way.

Prior to 1944 the year of generally required studies comprised the following subjects: Library work, 5 hours a week; Spanish and mathematics, 4 each; Peruvian history, introduction to philosophy, and general psychology, 3 each; general biology, Peruvian geography, foreign language, physical education, and preliminary instruction, 2 each; and religion, 1 hour a week. With additions and changes these subjects are being spread over a 2-year period.

<sup>2</sup>Planes y Programas para la Educación Normal Rural, Normal Urbana y Normal Superior. Edición oficial. Ministerio de Educación Pública. Lima, Empresa Editora Peruana S. A., 1942. 272 p.



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**Table 7.—Plan of studies for title of secondary school teacher of history; geography, and social science**

Subject	Hours a week per school year			
	III	IV	V	Total
	2	3	4	5
Spanish	3			3
Child and adolescent psychology	3			3
General education	3			3
History of education	3			3
General methods	2			2
School hygiene	2			2
Foreign language	2	2	2	6
Physical education	2	2	2	6
Premilitary instruction—men	2	2	2	6
Home economics—women	2	2	2	6
History and world culture	3			3
World and Peruvian geography	2	4		6
Directed observation of teaching	2			2
Library science	4	6	6	16
Mental and educational measurements		2		2
Comparative school law and organization		2		2
History of American culture		3		3
Political economy		3		3
Methods of teaching history		5		5
Seminar in history		2		2
Esthetics and history of art			3	3
Philosophy of education			2	2
Sources of Peruvian history			3	3
Common law			2	2
Mapmaking			2	2
Methods of teaching geography			5	5
Methods of teaching social sciences			2	2
Seminar in geography and social sciences			2	2
Total	33	33	33	99

**Table 8.—Plan of studies for title of secondary school teacher of biological and chemical sciences**

Subject	Hours a week per school year			
	III	IV	V	Total
	2	3	4	5
Spanish	3			3
Child and adolescent psychology	3			3
General education	3			3
History of education	3			3
General method	2			2
School hygiene	2			2
Foreign language	2	2	2	6
Drawing and manual training	2	2		4
Physical education	2	2	2	6
Premilitary instruction—men	2	2	2	6
Home economics—women	2	2	2	6
Elements of higher mathematics	2			2
Directed observation of teaching practice	2			2
Library science	5	4	5	14
Mental and educational measurements		2		2
Comparative school law and organization		3		3
Anatomy, physiology and hygiene		3		3
Botany		2		2
Zoology and taxidermy		3		3
Inorganic chemistry		3		3
Special methods in teaching biology		4		4
Biology seminar		2		2
Philosophy of education			2	2
Organic chemistry			3	3
Elements of agriculture and zootechnics			3	3
Special methods in teaching chemistry			6	6
Agropecuarian practices			6	6
Chemistry seminar			2	2
Total	33	33	33	99

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**Textbooks.**—Because only a short time has elapsed since the adoption of new plans and curricula for use in higher normal-school instruction, no appropriate textbooks have yet been prepared and no official approval will be accorded to existing books until the teachers and ministerial officials have had sufficient time and opportunity for reaching a sound judgment. Consequently, the use of textbooks is not required of the students. Notes, mimeographed summaries, and library research supplement the customary lecture procedures.\*

**Foreign language requirement in higher normal schools.**—In all 5 years of preparation for secondary school teaching, the study of a foreign language, preferably English, is required of all students. In 1943, a special course was inaugurated, under the name of Institute of English for Secondary School Teachers. This course consists of 3 parts (cycles) offered during summer holidays between December and April, and aims at the improvement of in-service teachers and of English language instruction in general. For the inauguration of this course, the Peruvian Government has contracted a specialist in the teaching of English as a foreign language, with encouraging results.

**Higher normal-school statistics.**—In 1943 there were 901 students enrolled in the national pedagogical institutes and higher normal-school sections of the universities. In first-year classes there were 189; in second-year, 257; in third-year, 242; in fourth-year, 213. The relatively small enrollment in the first year was due to the addition of the year of preprofessional study. A total of 99 students received secondary school teacher certificates in the 3 years 1941-43.

**Pedagogical Institute for Men.**—This institution is a combination of urban and higher normal-school education and prepares teachers for both elementary and secondary schools. Located in a suburb of Lima, its 1944 enrollment comprised the following sections: Higher normal school, 59 students with 21 professors; urban normal school, 110 students with 17 professors; practice secondary school for higher normal training, 385 pupils with 32 teachers; and practice elementary school for urban normal training, 244 pupils with 7 teachers. Enrollment in the urban normal section has remained fairly even—106 in 1942 and 110 in 1943. The drop in the higher normal section, from 84 in 1942 and 82 in 1943 to 59 in 1944 was occasioned by the new regulations which require 2 years of preprofessional work at this level.

\*Special report prepared for the author by the Director of Normal Instruction, Ministry of Education, Lima, September 1944.

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The Pedagogical Institute for Men recently acquired the laboratory equipment of the German and Japanese high schools, which were closed by the Peruvian Government as a war measure. With already existing apparatus and materials, these additions provide fairly well-stocked cabinets for demonstrations in chemistry, physics, biology, and geography. The library holdings consist largely of old-date volumes, although the modern language section, especially English, is growing in a highly satisfactory manner.

**Education of physical education teachers.**—In 1944 there were approximately 200 certificated physical education teachers in Peru. Preparation for the career in this field is provided in the National Institute of Physical Education (Instituto Nacional de Educación Física) in Lima, which offers a 3-year course. The school year extends through 12 months, including the summer session.

Admission requires completion of secondary school, age between 18 and 25 years, height at least 1.68 meters for boys and 1.60 meters for girls, and general good health. In 1943, 65 regular students were enrolled in the National Institute of Physical Education. In addition to these, a group of 30 teachers of both sexes attended a 6-month postgraduate course in kinesitherapy. Plans were under way for a 1-semester preparatory offering for young people wishing to enter the regular courses of the Institute. The course of studies in force in 1944 is given in table 9.

**Preparation of vocational subject teachers.**—Teachers for the various types of vocational subjects are prepared in the National Schools of Engineers and of Agriculture, the Universities of San Marcos and of Catholic University of Peru, the School of Arts and Trades, the commercial institutes, and in the advanced courses of technical schools for women. As teachers of technical subjects in Peru are primarily practical technicians in their respective fields, teacher training is only a byproduct in the vast majority of these schools. It consists almost exclusively of the regular technical studies required of all students for the diplomas or titles conferred by the particular school.

Directors or principals of vocational schools are usually engineers, graduates of a university or higher technical school. The other teachers may be practical craftsmen (*maestros prácticos*), who hold no title; expert technicians (*técnicos*), who are graduates of a school of arts and trades or the equivalent; or engineers (*ingenieros*) who are hopeful of gaining experience leading to a better position. Teachers of feminine crafts or needlework (pro-

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fesoras de labores) sometimes hold teaching certificates, but this is not a definite requirement. In the commercial institutes the teachers may be doctors of economic sciences (doctores de ciencias económicas) or public accountants (contadores públicos), both of which are university titles, or business accountants (contadores mercantiles), a title granted upon completion of the fifth year of commercial secondary education.

Teachers of academic subjects in vocational schools are required to hold official titles or certificates corresponding to the level of academic instruction offered in the respective school.

**Table 9.—Course of studies: National Institute of Physical Education**

Subject	Hours a week per school year (Numbers in parentheses for women only)		
	I	II	III
1	2	3	4
Biochemistry and nutrition			
Biology	2		
Anatomy	2		
Applied physiology	4	2	
Kinegeology		4	
Kinesitherapy		3	
Hygiene and first aid			3
Biometry		2	2
History of physical education		2	
Elocution and applied composition	2		
Psychology	3		
Pedagogy	2	2	
Statistics		3	2
Organization and administration of physical education			2
Theory of gymnastic systems			3
Practice of gymnastic systems	2	2	
Athletics	3	2	2
Sports	2	2	2
Swimming		2	2
Personal Defense	2	2	2
School music and singing			2
Games and rounds	2	1	1
Dancing	2		
Seminar	(2)	(2)	(2)
Library	1	2	2
Preprofessional practice			3
Total	20	31	31

**Teachers' Organizations.**—The Association of Elementary Teachers of Peru, which includes all the Provincial Teachers Associations of the Republic, is the largest and strongest group of teachers in the country. Membership is voluntary, although all public-school teachers are benefited by the activities of the organization. Requirements for membership are: (1) possession of a professional title and (2) active service as a teacher. Cultural and professional advancement and mutual aid, are the prime aims of the Association.

Péru has four secondary school teachers' organizations: The National Association of Secondary School Teachers, comprising,

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the teachers in the *colegios nacionales*; the Association of Teachers Graduated from the University of San Marcos; the Association of Teachers Graduated from Catholic University; and the Association of Teachers Graduated from the National Pedagogical Institutes. All these groups work for cultural advancement, teacher improvement, and mutual aid. A Supreme Resolution of April 1944 recognized the newly organized Association of Language Teachers of Peru (*Asociación de Profesores de Idiomas del Perú*), composed of public and private secondary and university language teachers.

**Teachers' Mutual Insurance Association (*Asociación Mutualista Magisterial*).**—The Teachers' Mutual Insurance Association is a State subsidized organization established to provide various forms of social and economic service for the teachers of the Republic. Regulations concerning aims, membership, administration, funds, and services were established by a decree of August 31, 1936.<sup>4</sup> Originally, aid to teachers was limited to mutual insurance, temporary loans, and permanent disability payments. By 1944, however, additional services had been included in the association's program: Various types of loans, with and without interest charges; free medical treatment; free hospitalization; subsidies for costs incurred in childbirth and for each legitimate child; round-trip travel to an appropriate hospital for emergency surgical cases; payments during temporary disability; and various housing aids by which reserve funds of the association are invested in comfortable and hygienic residence buildings for purchase by teachers through "lower-than-rent" payments during a period of from 15 to 30 years. By September 1944, a total of 63 houses had been built and turned over to teachers with large families.

The Teachers' Mutual Insurance Association is a legal entity with headquarters in the Ministry of Public Education in Lima. Teachers of all classes who receive appointment through the Ministry are required to hold membership, and office employees of the Ministry may join voluntarily. An admission fee and small monthly premium payments are collected. Life insurance payments, which are tax exempt, range from 5,000 to 8,000 soles.

<sup>4</sup>Estatuto y Reglamento de la Asociación Mutualista Magisterial. Lima, Gráfica [illegible] 1942. p. 27-55.



## CHAPTER V

# VOCATIONAL EDUCATION

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**Department of Vocational Education (*Dirección de Educación Técnica*).**—In the Ministry of Public Education a separate department has charge of vocational instruction in the fields of industry, business or commerce, and agriculture at the elementary and secondary school levels. The object is to prepare technicians necessary for the economic life of the Republic, and at the same time to give them a background of general culture and a consciousness of their social function and contribution. Curricula, daily programs, course content, and other matters of administrative and instructional policy are suggested by the principal of the school and determined largely by the department in the Ministry, with the assistance of the heads of higher technical schools. Article 186 of the Organic Law declares that graduates of the public vocational schools will be shown preference by the State in all kinds of public works. In 1944, the budget for industrial, business, and agricultural education amounted to 2,288,876.46 soles.

**Elementary vocational education (*Educación primaria técnica*).**—At the elementary level, vocational instruction aims at the training of capable mine and farm workers, artisans, business employees, and industrial workers. Instruction to this end is offered in regular elementary schools and in special or independent institutions.

Prior to 1941 vocational schools existed in various parts of Peru. Each one provided the character and amount of instruction that its personnel saw fit. In August 1942, uniform plans of study were adopted for each of these three types of education; and by 1944, all vocational schools had been organized into a system under an independent department of the National Ministry of Education, with more or less separate divisions for industrial, business, and agricultural instruction. Because of the number of subjects and the quantity of materials included in each type of vocational school the officials in the Ministry and the teachers in the various fields are working on modifications with a view to making the instruction more adequate to actual conditions and needs.

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Admission to vocational instruction varies with the type of school. In the regular elementary schools, second level, no special requirements obtain: Rudimentary vocational work is provided along with the ordinary school program which if desired, may be extended 1 or 2 years beyond the 6-year elementary school.

**Secondary vocational education (*Educación secundaria técnica*).**—In Lima and the more important cities of the Republic, independent technical institutes are to be established, according to law, for the vocational training of adolescents and free vocational courses of 2 or 3 years' duration may be provided in secondary schools with large enrollments.<sup>1</sup> In 1944, the latter courses had been introduced in a few schools, but no new independent vocational institutions on the secondary level had been established to ease the burden carried by the two or three schools already existing.

Entrance to the vocational secondary school level is generally on the basis of completion of the first 3 years of secondary education; but many of these schools provide preparatory training and admit pupils who have less schooling. Completion of the 6-year elementary school, plus an entrance examination, is the minimum requirement.

## INDUSTRIAL EDUCATION

**Elementary industrial education (*Educación industrial*).**—This type of vocational instruction is offered in 57 official institutions known variously as schools of arts and trades (*artes y oficios*), industrial centers (*centros industriales*), and schools of mining and metallurgy. Enrollments total approximately 7,000 pupils. The 4-year courses of study consist of 33 hours a week per year of general culture subjects, practical and theoretical materials, physical education, and premilitary instruction. Separate plans of study have been evolved for each of the following specialties: mining (*minería*), metallurgy (*metalurgia*), mechanics (*mecánica*), electricity (*electricidad*), carpentry (*carpintería*), cabinet making (*ebanistería*), and building (*construcciones*). A year of common-to-all studies precedes the specialized work in the last 4 specialties. In table 10 the course in building is given as representative of vocational education at the elementary level.

**Secondary industrial education.**—Industrial education on the secondary level is provided in the Polytechnic Institute of Secondary Instruction (*Instituto Politécnico de Segunda Enseñanza*) in

<sup>1</sup>*Ley Orgánica de Educación Pública. Arts. 197-198.*

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Huancayo, which has an enrollment of about 120 students; in approximately 24 private academies, with enrollments totaling 554; and in the National School of Arts and Trades in Lima, which accommodates 220 students and is filled to capacity.

**Table 10.—Plan of studies in building**

Subject	Hours a week per year			
	I	II	III	IV
1	2	3	4	5
Spanish	2	2		
Arithmetic	4			
Algebra		2		
Geometry			3	
Surveying				2
Elements of descriptive and spherical geometry				2
General and Peruvian economic geography	3			
History of Peru	2			
Elements of social and industrial legislation				1
Elements of administration and industrial bookkeeping				2
Drawing	2			
Mechanical drawing		2	2	2
Moral and religious education	1	1	1	1
Civics	1			
Physical education	2	2	2	
Premilitary instruction	2	2	2	2
Shopwork	14	15	15	15
Elementary industrial physics, mechanics, and electricity		3		
Elementary chemistry			2	
Industrial hygiene			2	
Elements of strength of materials				2
Building materials and general construction		4	2	4
Elements of architecture			2	
Total	33	33	33	33

**National School of Arts and Trades (*Escuela Nacional de Artes y Oficios*).**—This industrial school is a militarized institution, under the direction and control of the Ministry of Public Education. It has as its objective the preparation and training of skilled personnel for the various industrial fields of the Republic. A 4-year course is provided, with major offerings in decorative arts, carpentry, building, electricity, and mechanics. Candidates for admission must be Peruvians between 15 and 19 years of age, at least 1.50 meters in height and 50 kilograms in weight, of sound physical and mental constitution, in moderate economic circumstances and have completed at least the 6-year elementary school course. About 200 of the students in this school come from the provinces and hold Government scholarships covering board, lodging, and tuition.

Until 1943 graduates of the National School of Arts and Trades were given the diploma of expert technician (*técnico*). In August 1945 the matter of certificates and titles was still in a state of transition. Although students may enter direct from the regular elementary schools, some come with 3 and even all 5 years of sec-



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ondary education and it is felt that some differentiation should be made between the two groups. Under consideration is a plan to confer the title of "master craftsman" (maestro) upon graduates who enter with secondary education, and the title or certificate of "skilled workman" (oficial) upon students who enter with less preparation and leave the school after completing only 3 years of the course.

Ordinarily, the buildings occupied by the various types of vocational schools were not constructed especially for vocational instruction. Many of them are remodeled residences, schools, and public office buildings. The National School of Arts and Trades is housed in the old St. Sophia Home (Casa de Santa Sofía). Alterations on a rather large scale, however, together with the addition of shops and other needed minor buildings, provide ample office, dormitory, classroom, shop, infirmary, dining room, and recreation facilities. Much of the remodeling was done by the students, who through the years have also made new furniture and fixtures for the offices, dormitories, dining hall, classrooms, and other elements of the institution.

**Plan of studies.**—The plan of studies comprises a year of general education required of all students and 3 years of specialized study according to the major field selected. Each student takes 18 hours a week in addition to the recently established requirements in physical education, civics, religion, and military instruction. In the beginning year, the week's program is as follows: Mathematics, 4 hours; plane geometry, 2; geometric drawing, 3; imitative drawing, 2; Spanish, 2; Peruvian history, 2; economic geography of Peru, 2; and military regulations, 1. Other subjects that are required of all students, but taken during the year of specialized study are: Plane, solid, and descriptive geometry; elementary mechanics, experimental physics, chemistry, English, geography, industrial hygiene, industrial bookkeeping, industrial legislation, and political economy.

In the various fields of specialization the following courses must be taken for the number of weekly hours indicated: *Decorative Arts*—Artistic anatomy, 2; history of art, 5; ceramics, 2; art foundry work, 1; Peruvian art, 1; decorative composition, 2; special drawing, 3. *Carpentry*—Technology of woods, 7; elements of industrial electricity, 2; elements of industrial mechanics, 1; elements of strength of materials, 1; elements of history of art, 2; special drawing, 3. *Building*—General construction, 7; elements

<sup>1</sup>Programas de los Cursos Teóricos. Escuela Nacional de Artes y Oficios. Ministerio de Fomento. Imp. "Dávila," Lima, 1940.

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of industrial electricity, 2; elements of architecture, 2; elements of topography, 1; elements of industrial mechanics, 1; special drawing, 3. *Electricity*—Electrical technology, 7; industrial electricity, 5; elements of industrial mechanics, 1; special drawing, 3. *Mechanics*—Mechanical technology, 7; elements of industrial electricity, 2; industrial mechanics, 3; elements of strength of materials, 1; special drawing, 3.

Practical shop work includes: *Decorative Arts*—modeling and casting, ceramics, composition and original projects, and artistic molding; *Carpentry*—clay modeling, wood turning, cabinet making, painting, varnishing, waxing, machine practice, veneering, and upholstering; *Building*—ditches, cementing, plastering, wall-making, carpentry work, plumbing, bricklaying, concrete work, sanitary installations, wood and metal framing, electrical installations, and ornamentation; *Electricity*—electrical and mechanical work, wiring, insulating, connections, switches, motors, generators, lighting, condensers, rectifiers, radio work, alternating current, etc.; *Mechanics*—foundry, forging, filing, lockmaking, management of machines, combustion engines, and installation of machinery.

*Industrial education for girls (Enseñanza industrial femenina)*.—To provide girls an opportunity for technical preparation in the various trades for women and at the same time to acquire the knowledge and skills necessary for a full life in the home and in the community, vocational instruction is offered in many schools known as Industrial Centers (Centros Industriales). A few private institutions also provide vocational training for girls. Total enrollments in 1944 amounted to 5,458. Separate figures for boys and girls were not available.

Industrial education for girls is divided into 2 cycles of 2 years each, designated as the preparatory level (grado preparatorio) and the professional level (grado profesional), respectively. Studies corresponding to the fourth and fifth years of elementary school, including the fundamentals of the basic feminine crafts established for this type of instruction, comprise the first cycle. In the professional cycle, training and practice in various trades are provided, together with other materials of a broadening character. The plan of studies for the preparatory cycle calls for 36 hours a week, 15 of which are devoted to manual activities. In the professional cycle, 32 hours a week are required—17 of cultural subjects and 15 of shopwork. As a general rule, the practical subjects and shopwork are taken in the afternoon.

Admission to the preparatory cycle requires completion of the

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third year of regular elementary schooling, good health, and a minimum age of 13 years; admission to the professional cycle, is open to one who has completed the preparatory cycle, or to one who on completion of the fifth year of the elementary school has had industrial instruction equivalent to that offered in the preparatory cycle. The applicant must in addition be between 15 and 21 years of age. Registration in any Industrial Center may not exceed 30 pupils per shop. Instruction is in charge of a principal (directora), usually a first-class elementary teacher, second-class elementary teachers (normalistas), and teachers of the practical subjects, who do not necessarily have to hold a diploma.

The practical activities of the first cycle include 1 hour weekly of home economics; 2 of applied drawing; and 12 of embroidery, sewing, and weaving. During the first semester of the first year, each student takes a vocational test for guidance in the choice of the specialty she will study. At the beginning of the second semester, rectification is made when advisable.

In the second or professional cycle, the student works 15 hours a week in one of the following shops: Toy-making; machine embroidery; lace making; dressmaking; hat making; tapestry and rug making; and decorative arts. The subject-matter courses in this cycle are: *First year*—Spanish, 3 hours; arithmetic, 3; moral and religious education, 1; English, 2; music, 1; home economics, 3; drawing, 3; nursing, 1; *second year*—business correspondence, 2; elements of industrial bookkeeping, 2; social and industrial legislation, 1; hygiene and child care, 2; moral and religious education, 1; shop administration, 1; home economics, 3; and English, 2.

Annual exhibits of the products of the students' work are held in each Industrial Center, and in some instances the school shop or bazaar (bazar escolar) for the sale of articles made by the pupils is a permanent institution for the stimulation of the students and for the enlightenment of the general public. Proceeds of sales are divided as follows: 40 percent to the student; 50 percent to the school for new equipment and materials; and 10 percent to the Teachers' Mutual Insurance Association.

Besides excursions of educational nature to local factories and stores, conferences, lectures, concerts, and other forms of cultural and recreational activities are carried on for the benefit of the students. For the community in general, as a part of the social contribution of the school, courses for adults, in the form of friendly, illustrated talks, are often offered in the following fields: Maternal education, needlework and home economics, poultry raising, dress-

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making for children, hygiene and social prophylaxis, domestic morality, and national history.

### AGRICULTURAL EDUCATION

**Elementary agricultural education.**—Agricultural education at the elementary school level aims to provide the basic principles and practices of land cultivation, care and breeding of domestic farm animals and live stock in general. In 1944 Peru had 19 schools which offered this type of instruction. Some are independent elementary schools of agriculture; some are annexed to other schools; and some are regular farm schools (*granjas escuelas*). Ordinarily this education for farming and rural life begins with the third year of elementary school and continues during the 3 following years. In addition to a large proportion of the regular elementary school subjects, instruction in agricultural schools includes the sciences, general and specialized agricultural courses, related industries, animal and vegetable pathology, farm and general forestry, land surveying, and elements of farm administration and bookkeeping. As is customary in Peruvian schools, each student is required to take 33 hours of work a week.

The number of daily classes varies. In general, theory work is scheduled in the morning and field and shop activities, as well as excursions and visits to farms and other places of educational interest, in the afternoon. There are as yet no textbooks for use in this elementary type of instruction, but the ministerial department is planning the preparation of such books. Each school has a piece of land for training purposes, in a few cases the property of the State, but more often either rented or loaned by the community. Tools and implements for the practical activities of the pupils are frequently provided by neighboring farms and interested business firms. To a considerable extent, the products are consumed in the schools, which are almost all boarding institutions.

The school year is the official year established by the Ministry of Education—April to December, inclusive. A short holiday period comes in July or August and the long "summer" vacation covers January, February, and March. Classes are generally of 45 minutes' duration, and separated by a 10-minute interval. Instruction is given in Spanish, even in regions that are predominantly Quechua or Aymara; but an effort is made to adapt the school offering to the needs of the district.

### BUSINESS EDUCATION

**Commercial education (*Educación comercial*).**—Two types of schools provide training in this field: elementary and secondary.

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The former prepares clerks and minor employees for commercial houses; the latter, skilled personnel. One supervisor for the entire country and another for Lima, Callao, and Balnearios, make frequent visits to the schools, give lectures, observe classes, provide friendly orientation, and in numerous other ways endeavor to aid the teachers in their work.

In 1944 there were 16 public business schools in Peru, with 893 students taught by 119 teachers. In the same year 40 private schools were functioning, with 2,724 students and 362 teachers. Of the total enrollments, 1,966 students were studying at the elementary business-school level—754 in public and 1,212 in private schools.

Three daily sessions are usually held in the business schools: day, evening, and night. Admission to elementary business instruction is granted upon completion of the 6-year elementary school course, and to secondary business instruction, upon completion of the first 3 years of secondary education. At the elementary level, public business schools are free, but schools on the secondary level have a small fee. Private schools, of course, charge for both types of instruction.

**Plan of studies (Plan de estudios).**—In April 1945, a new plan of studies was inaugurated in the business schools of Peru. The lower or elementary offering is a 2-year course consisting of 33 hours a week distributed among the following subjects: Arithmetic, 6 hours; Spanish, 4; business elements, 3; history of Peru and civics, 3; typewriting, 8; penmanship and drawing, 5; moral and religious education, 2; physical education, 4; premilitary instruction (home economics for girls), 4; supervised study, 9; business arithmetic, 4; commercial correspondence, 4; elements of book-keeping, 4; commercial documents and office practice, 3; commercial and industrial geography of Peru, 3. Evening and night sessions require 3 years and have no supervised study periods.

The plan of studies for the business secondary schools, according to the official pronouncement of 1942, established a 3-year course for day schools and a 4-year course for evening and night classes. In 1944, however, a 4-year course for day schools was under discussion and its adoption in 1945 was expected. Table 11 presents the course of studies as established in 1942. Modifications are expected to consist largely of a decrease in the hours a week required annually and a greater amount of practical work.

<sup>1</sup>Planes y Programas para la Educación Comercial. Edición Oficial. Ministerio de Educación Pública. Lima, 1942.

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**Table 11.—Plan of studies for business secondary school**

Subject	Hours a week per year		
	I	II	III
1	2	3	4
Typewriting.....	2		
Stenography.....	2		
Bookkeeping and commercial documents.....	4		
Commercial and industrial geography of Peru.....	3		
Business arithmetic.....	3	3	3
Elements of civil law.....	1		
Business correspondence.....	2	2	
Elements of practical physics.....	2		
English.....	3		3
Stenotyping.....		3	
Bookkeeping and accounting.....		3	4
Elements of practical chemistry.....		2	
Elements of political economy.....		2	
Peruvian business legislation.....		2	
Business practice.....		2	2
Elements of Peruvian financial law.....			2
Labor legislation and Peruvian industrial law.....			2
Merchandising.....			3
Business organization and administration.....			2
History of commerce.....			2
Advertising and publicity.....			2
Penmanship.....	1	1	
Moral and religious education.....	1	1	1
Preliminary instruction (Home economics for girls).....	2	2	2
Physical education.....	2	2	2
Supervised study.....	5	5	3
Total.....	33	33	33

**Diplomas, certificates, and titles.**—Prior to 1942 students who completed the elementary course received the diploma or certificate of assistant bookkeeper (*auxiliar de contabilidad*). Those completing the second year of the secondary course received the certificate of assistant bookkeeper and typist (*auxiliar de contabilidad y mecanógrafo*); third year, the certificate of bookkeeper (*tenedor de libros*), business correspondent (*corresponsal*), or commercial secretary (*secretario comercial*); and fifth year, the title of business accountant (*contador mercantil*), or of business expert (*técnico de comercio*). The new plan will retain these certificates and titles, but requirements for obtaining them will undergo considerable alterations.

**Examinations.**—Bimonthly, semester, promotional, and make-up examinations are administered by the school authorities. Professional or title examinations, which are written, oral, and when the subjects permit, practical, are given by examining boards approved by the Ministry. In the national or public schools this board is made up of teachers in the respective school, but for private institutions the members are appointed by the Ministry of Education from other staffs. The examination questions and instructions, as well as the dates on which they are administered, are prepared in the Department of Vocational Education in the National Ministry, as is also the case with industrial, agricultural, and other schools.

## CHAPTER VI

### HIGHER EDUCATION

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**H**IGHER EDUCATION IN PERU is carried on in the Greater National University of San Marcos, the National Schools of Engineering, Agriculture, and Veterinary Science, the Catholic University—all in Lima, and in the National Universities of Arequipa, Cuzco, and Trujillo. New institutions of higher learning may be founded only by legal enactment. According to the Organic Law of Education of 1941, all State universities and higher technical schools must be so organized as to facilitate interchange of courses, professors, publications, and other elements conducive to the integration and coordination of higher education in the Republic. Only the national or State schools may grant academic degrees and titles which qualify the holders to exercise the various professions; but private institutions, by conforming to certain requirements, may have official value accorded to their diplomas and degrees.

#### UNIVERSITY OF SAN MARCOS

*Aims.*—The Greater National University of San Marcos (Universidad Nacional Mayor de San Marcos), commonly referred to as the University of San Marcos, was founded in Lima in 1551 by royal order of Charles V of Spain, as the Greater Royal and Pontifical University of San Marcos. It aims to provide higher education for the youth of the Republic, to stimulate scientific investigation and research, and to foster the diffusion of culture—all within a nationalistic frame of reference.

*Buildings and grounds.*—The University of San Marcos occupies a group of old 2-story buildings that form a mammoth rectangle enclosing six spacious and well-landscaped connecting patios, each of which is surrounded by faculty offices and classrooms. Originally the Jesuit Novitiate, the cluster of buildings is adjacent to the San Carlos Church, the Pantheon of the nation's great men. With the much-expanded enrollments in recent years, and the creation of new faculties, it has been found necessary to utilize space in other parts of Lima: the Medical, Pharmaceutical,

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and Dental Faculties occupy premises away from the main quarters.

In general, although the classrooms and laboratories are fairly well illuminated and ventilated, they are crowded and rather old-fashioned. The Medical School, for example, has a great deal of modern equipment in its various laboratories—biological chemistry, microbiology, physiology, pharmacology, anatomy and nervous pathology, social medicine, and toxicology; but ordinarily only a few students can use these laboratories at a time. Professors connected with the hospitals of Dos de Mayo and the Arzobispo Loayza may use the facilities of those institutions. Also used in the study and investigation of altitude sicknesses are the laboratories of the Institute of Andean Biology and Pathology, one in Lima and one in Huancayo at an altitude of about 10,692 feet above sea level.

Article 578 of the Organic Law of Education declared that a new University Campus (Cuidad Universitaria) should be constructed on grounds to be selected by the Government. Since 1940, the sum of 145,000 soles has been set aside annually for the purchase of an appropriate site. The university has been authorized to sell its holdings in the Santa Beatriz real estate development area and employ the proceeds in construction. And to make sure that the seat of the Republic's first center of higher learning is in keeping with the prestige it enjoys, the Government is opening a credit of a million soles for the purpose.<sup>1</sup>

***The President (Rector) of the university.***—The executive head of the University of San Marcos is the president, who must be a full or principal-professor, at least 35 years of age, and have a minimum of 10 years of experience as university professor. Elected by the staff for a 5-year term of office, by secret majority vote, he is eligible to re-election provided he devotes full time to university service. According to Art. 407 of the Organic Law of Public Education, a full-time president receives double the salary paid one who continues exercising his own private profession.

The president is the official and legal representative of the university. He determines the educational, disciplinary, administrative, and economic policies necessary for the functioning and progress of the university and the several faculties, and otherwise administers the statute laws and the regulations laid down by the University Council. Once a year, at the opening session, he presents a report (*memoria*) of the activities, progress, and status

<sup>1</sup>Mensaje Presidencial. Lima, 1943. p. 94.



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of the institution, a copy of which must be submitted to the National Ministry of Public Education a week in advance.

The vice-president, whose qualifications are identical with those of the president and who is elected in the same manner, at the same time and for the same period, takes over the president's duties during his absence from the university. The secretary of the university, who is required by law to be a graduate (doctor) of one of the faculties, is appointed by the University Council, upon nomination by the president.

**University Council (*Consejo Universitario*).**—With membership consisting of the president of the university, the deans of the faculties, one principal professor from each faculty, and the secretary of the university as secretary, the University Council is charged with the government and supervision of the institution as a whole. It determines the general regulations of the university and the regulations of its various dependencies. It approves the internal regulations of the faculties and institutes. Upon nomination by the president it appoints the administrative personnel of bodies which are independent of the faculties. It creates and eliminates teaching and administrative positions; grants leaves of absence; proposes legislation concerning the university; establishes tuition, examination, laboratory, title, degree, certificate, and other student fees; determines and controls the official university publications; establishes, eliminates, sections, and combines instructional offerings, at the proposal of the respective faculty; prepares the annual budget and administers the property and income of the university; and exercises numerous other highly important administrative and advisory functions in all areas of university interest.

**University Assembly (*Asamblea Universitaria*).**—This body is made up of the 18 principal professors of each faculty. It elects the president (rector) and the vice-president (vice-rector) by secret ballot and upon occasion, accepts their resignation.

**Faculties and other divisions.**—The University consists of the following faculties: (1) Law; (2) Medicine; (3) Letters and Education; (4) Sciences; (5) Economic and Commercial Sciences; (6) Pharmacy; and (7) Dentistry. A Faculty of Theology (*Teología*) also exists as a separate legal entity of official character for the study of higher ecclesiastics. It is governed by its own regulations and is authorized to confer degrees in theology and canon law, which must be recorded in the Ministry of Public Education. An annual State subsidy of 15,000 soles



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vided for the activities of this faculty. Other dependencies of the university are the museums of Archæology and of Natural History; the Central Library; and the departments of Physical Education, Cultural Extension, Student Welfare, and Publications. The university is authorized to create other institutes, bureaux, and dependencies in keeping with its nature.

Each faculty is governed by a dean and a professorial council composed of all full professors in the faculty who have more than 7 years of service. The Professorial Council formulates the faculty regulations for University Council approval; establishes the plan of study and the content of the various courses; elects the dean and the other representative on the University Council; evaluates titles and degrees conferred by other institutions, and in general regulates the internal operation of the faculty. The dean is the executive officer, with duties corresponding within the faculty to those of the president in the university as a whole.

**Staff (*Los Catedráticos*).**—The University of San Marcos has five types of professors. Head titular professors (*catedráticos principales titulares*) are those who have charge of a particular subject field. Associate titular professors (*catedráticos auxiliares titulares*) collaborate with the head professors in the teaching and take charge of their work during their absence. Temporary professors (*catedráticos interinos*) are appointed as heads or as associates, when no titulars are available, for a period not to exceed 1 academic year. Special professors (*catedráticos extraordinarios*) are appointed to teach special or supplementary courses. Assistants (*catedráticos adscritos*) are graduates of the faculty with the degree of doctor, whose theses have been pronounced outstanding and who have been added to the staff by vote of the Professorial Council to help with examinations, grading of papers, and the like. They receive no salary, but work for the experience and prestige attached to such an appointment.

In 1944, the Faculty of Medicine had 26 head and 3 acting head titular professors, 29 associate professors, 1 special professor, 3 seminar heads, 7 dissection men (*prosectores*), 40 clinic heads, 57 practical work heads, 12 consultorium heads, 12 laboratory heads, 5 X-Ray room heads, 10 technicians, 63 assistants, and 1 aid. The Faculty of Law had 3 honorary, 38 head titular, and 1 associate professors and 1 assistant. In the Faculty of Economic and Commercial Sciences there were 22 head titular, 4 associate, 3 special, and one assistant professors. In the Faculty of Letters and Education there were 23 head titular, 4 associate, and 2 special professors. In the Faculty of Pharmacy there were 8 head titular, 6

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associate, and 1 special professors, and 5 heads of practical laboratory work. Figures were not available for the Faculties of Science and Dentistry.

All professors must, by law, be native Peruvians, more than 25 years of age, physically fit and of sound moral character, hold the doctor's degree in the field in which they teach, and fulfill the special qualifications established by the respective faculty regulations. Head-titular professors must be prominent figures in their field and have at least 3 years of experience as associate or temporary professor or the equivalent. They may be appointed directly or by competitive examination. If they devote their full time to university work and publish their course-lessons within a specified period of time, they may teach in more than 2 related fields. All professors are required by law to be punctual and regular in class attendance, but teacher absenteeism is a serious problem with which student committees frequently confront the deans of the various faculties. Article 493 of the Organic Law of Education declares that "professors who neglect their work, incur in serious infractions of their university obligations or in excessive absences from classes—30 percent of the yearly quota being regarded as excessive—will be relieved of their positions."

**Salaries.**—Titular professors receive 250 soles per month; special and assistant professors, 150 soles. Salaries are fixed by the University Council, with automatic increases every 5 years. All instructional staff members and other personnel of the university enjoy the benefits of insurance, retirement, and pension granted to State employees. The normal retirement age is 70 years. Temporary and part-time teachers are insured during their period of service.

**Scholastic year and day.**—The university opens on the first work day of April and closes on the 31st of December. Summer sessions are not regarded as a part of the regular university year. Classes are held daily from 8 or 8:30 a.m. to 5 or 6 p.m. in all faculties, and in some cases night classes are also offered. Saturday afternoon is generally free. Lecture periods are of 50 minutes' duration, with a 10-minute interval between classes. Summer vacation is observed in January, February, and March and a shorter holiday period, in the latter part of July and the first week or so in August. Several other holidays are celebrated during the year.

**Admission requirements.**—To enter the Faculties of Letters and of Science of the University of San Marcos the student must

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be at least 17 years of age; show completion of the 5 years of secondary education; and successfully pass the entrance examinations established by the respective faculty. Students who fail to pass the entrance examinations in one national university may not obtain admission to another in the same year.\*

To enter the Faculty of Law, the first 2 general culture years of the Letters Faculty is required. For admission to the Faculty of Medicine, the first 2 years of the Science Faculty are required. The Faculties of Dentistry and of Pharmacy each requires 1 year of the Science Faculty course. The Faculty of Economic and Commercial Sciences requires 1 year of preparation in the Faculty of Letters for all students working toward the baccalaureate and the doctorate. Students desiring only certificates in the various fields of the commercial section of this faculty, however, are admitted direct from the secondary school, upon successful performance in special entrance examinations.

Any faculty may deny admission to students who have failed the year's work two consecutive times, and a student who has failed in two or more courses during a given year may not enroll for the next higher year's work. Students from foreign institutions of higher learning may receive credit for their studies as provided by the respective faculty regulations. Women are accepted for admission on the same basis as men.

**Scholarships.**—Two scholarships are offered annually by the university to students of each national secondary school, for the first 2 years of study in the Faculties of Letters and of Science. Candidates for these awards must: (a) be native Peruvians; (b) be economically poor; (c) be excellent students in at least half of their secondary school subjects; and (d) attain a score of excellent in the entrance examinations. The two students who attain the grade of excellent in all their courses for the university year are exempted from registration and examination fees the following year. The first student in each year's class to make a grade of excellent in all his courses, is exempted from payment of the degree or diploma fee.

The individual faculties grant awards for performance in each subject, and may give additional scholarships to worthy and needy Peruvian students in the different years of study. These scholarships are for 1 year, but may be renewed. The total number may not exceed 10 percent of the faculty enrollment. In the education budget for 1944, reciprocating similar action on the part of the United States Government, 60,000 soles were designated for Peruvian university scholarships for students from the United States.

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**Student fees.**—Matriculation, examination, promotion, diploma, degree, and title fees are determined by the professorial council of the respective faculties and are relatively small. Illustrative of the types and amounts of student fees are the following: Matriculation fees in law are 60 soles; in dentistry, 100 soles; medicine, 130 soles. Those for promotional examinations in law are 60 and in dentistry and medicine, 100 each. Fees for the bachelor's degree in law are 130 soles; in economic and commercial science, 120; medicine, 135. Fees for doctoral studies may not exceed by more than 50 percent those established for the baccalaureate and professional levels. The degree and diploma of the doctorate generally involves a charge of 160 soles.

In the Faculty of Medicine a fee of 340 soles is charged for the title of physician-surgeon; 160, for the doctor of medicine degree; and 165, for obstetric nurse. Fees in the Faculty of Dentistry are 340 soles for the degree and title of dental surgeon; in the Faculty of Law, 310 soles for the title of lawyer.

**Revalidation of foreign credit.**—Except in the case of countries with which reciprocal agreements have been made, students desiring credit for work taken in foreign universities are examined, year for year, before admission is granted to the University of San Marcos. For the transfer of such credits the following requirements obtain: (1) passport and other credentials of citizenship and respectability; (2) proof that the course of study pursued in the foreign institution is similar to that of the faculty to which admission is desired; (3) a legal transcript or diploma; (4) receipt for the payment of the San Marcos revalidation fee; (5) fulfillment of regulations concerning examinations involved; and (6) ability of the candidate to read and understand Spanish. The fee for regular students is 100 soles for each year of study for which credit is granted.

In the case of foreigners whose title was acquired in a country with which Peru has no reciprocal agreement, the Dental Faculty of San Marcos University charges a fee of 1,500 soles for the revalidation of the degree in dental surgery; for Peruvians, the charge is 800 soles. For native and nationalized citizens of Peru and for foreigners with titles or degrees from countries with which reciprocal agreements have been effected, the revalidation fee is 350 soles.

For revalidation of titles attained in countries with which Peru has no reciprocal agreement medical doctors pay a fee of 2,300 soles; Peruvian, a fee of 1,000 soles. Obstetric nurses or midwives (obstetrices) from these countries pay a fee of 500 soles;

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Peruvians, a fee of 300 soles. From a country with which Peru has reciprocal agreement, foreigners and Peruvians both pay 200 soles for revalidation service.

**Enrollments.**—Combined enrollments in the University of San Marcos in 1944 totaled 4,118, distributed among the faculties and schools as follows: Medicine, 1,036; obstetrics, 167; science, 900; letters, 356; education, 347; economic and commercial sciences, 480; laws, 445; pharmacy (1943), 230; dentistry, 157.

**Student welfare.**—The University of San Marcos has no dormitories. Students live at home, with relatives, or in rooming and boarding houses—usually as close to the university as possible. Student life as known in the United States, is practically nonexistent. Each faculty has a sports department or section which serves as a stimulus to physical and social activities, and a Faculty Club (Centro) which offers possibilities for cultural advantages in line largely with the interests of the students of the respective faculty.

Student health, learning, and general welfare are the concern of the Department of Student Welfare, a university organization. A director, appointed by the University Council upon the nomination of the president, is responsible for its activities. The Department comprises four sections: information, admissions, medical services, and statistics. The information section provides information of all kinds solicited by prospective and actual students, as well as by individuals and organizations of the Republic at large and abroad. The admissions section has charge of student admissions, helping the student with the forms required for the entrance examinations, classification, contact with examining boards, and filing of examination results. The statistical section handles the statistical data concerning the students, including names, personal attributes, class records, and activities; and checks the monthly reports submitted by the various faculties in connection with attendance and other routine matters.

The medical service section oversees the health of all students. It gives the preliminary medical examination for university entrance and the periodic examinations deemed necessary for all students for the conservation or regaining of health. As a dependency of this section, a clinic functions for the diagnosis and treatment of student illnesses. The services (free to needy students) include X-Ray, dental, general medical, and eye-ear-nose-and-throat treatments.

**Studies, degrees, and titles.**—Each faculty determines its own plans and courses of studies, which are then approved by the Uni-

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versity Council. The courses may be either semester or year courses, and all faculties must offer elective work. For the upper-level students, seminars must be conducted, with compulsory attendance. All students are required to attend a minimum of 70 percent of the classes and laboratory work for which they register, but no student may take in any 1 year the complete year's work in more than 2 faculties. In the Faculties of Letters and of Science the study of a foreign language, preferably English, is obligatory.

Basically, each faculty confers the degrees of bachelor and of doctor. Other diplomas and titles, however, are also granted. Following are the diplomas, degrees, and titles conferred in the University of San Marcos, by faculty, with the study requirements for each:

### **FACULTY OF LETTERS AND EDUCATION (FACULTAD DE LETRAS Y PEDAGOGIA)**

**Bachelor of Letters (Bachiller en Letras):**

*Requirements*—the 2-year General Culture course, plus specified subjects of specialization.

**Doctor of Letters (Doctor en Letras):**

*Requirements*—2 years beyond the baccalaureate. The Doctorate is taken in one of the following major fields: philosophy, history, literature, and education.

**Secondary School Teacher (Profesor de Segunda Enseñanza):**

*Requirements*—Same as for Doctor of Letters, with major in education.

### **FACULTY OF SCIENCE (FACULTAD DE CIENCIAS):**

**Bachelor of Science (Bachiller en Ciencias):**

*Requirements*—2 years of study in one of the following sections: mathematical science, physics and chemistry, physics and geology, and biology.

**Doctor of Science (Doctor en Ciencias):**

*Requirements*—2 years beyond the baccalaureate, in one of the major fields or sections.

This Faculty also grants diplomas as follows: "Chemist," upon completion of the 4-year course in the Physics and Chemistry section; "Expert in Meteorology" (or Geology, Petroleum, or Coal), upon completion of the 4-year course in the Physics and Geology section; and "Expert in Topography," upon completion of the 4-year course in the Mathematics section.

### **FACULTY OF LAW (FACULTAD DE DERECHO):**

**Bachelor of Law (Bachiller en Derecho):**

*Requirements*—The 2-year General Culture course in the Faculty of Letters and Education, and 3 years in the Faculty of Law.

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### Title of Lawyer (Título de Abogado):

*Requirements*—The 2-year General Culture course in the Faculty of Letters and Education, and 5 years of study in the Faculty of Law, including 2 years of forensic practice.

### Doctor of Law (Doctor en Derecho):

*Requirements*—Same as for Lawyer, plus an additional year of specialized study. This degree is conferred in either Public Law or Private Law, the latter field requiring the title of *Abogado* for admission.

## FACULTY OF MEDICINE (FACULTAD DE MEDICINA):

### Bachelor of Medicine (Bachiller en Medicina):

*Requirements*—The first 2 premedical years of the Faculty of Science, 5 years in the Faculty of Medicine, and enrolled status in the 6th year. A thesis and a comprehensive examination are also required.

### Physician Surgeon (Médico Cirujano):

*Requirements*—The first 2 premedical years of the Faculty of Science, the 7 years of the Faculty of Medicine, the baccalaureate, and approval before examination boards in medicine, surgery, specialties, and hygiene and legal medicine.

### Doctor of Medicine (Doctor en Medicina):

*Requirements*—The degree of physician surgeon, plus an additional year of study; a thesis dealing with original investigation; defense of the thesis and an examination.

### Doctor of Sanitation (Médico Sanitario):

*Requirements*—The first 2 premedical years in the Faculty of Science, 7 years in the Faculty of Medicine, 1 year in the School of Sanitary Doctors, and a thesis. During this last year students receive a 600-sol viaticum.

### Obstetrics Nurse or Midwife (Obstetrix):

*Requirements*—Completion of the 5 years of secondary education and of the 3-year course in the School of Obstetrics.

## FACULTY OF ECONOMIC AND COMMERCIAL SCIENCES (FACULTAD DE CIENCIAS ECONÓMICAS Y COMERCIALES):

### Bachelor of Economic and Commercial Science (Bachiller en Ciencias Económicas y Comerciales):

*Requirements*—1 year of the General Culture course in the Faculty of Letters and Education and 2 years in the Faculty of Economic and Commercial Sciences.

### Doctor of Economic and Commercial Sciences (Doctor en Ciencias Económicas y Comerciales):

*Requirements*—Same as for baccalaureate, plus 3 years.

### Title of Public Accountant (Título de Contador Público):

*Requirements*—1 year of General Culture in the Faculty of Letters and Education, plus 3 years of specialized study.

### Certificate of Studies in Consular Service (Certificado de Estudios en el Servicio Consular):

*Requirements*—Completion of secondary education and 2 years of study in the Consular Service section.



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Certificate of Studies in Public Administration (Certificado de Estudios en el Servicio de la Administración Pública):

*Requirements*—Completion of secondary education and 2 years of study in Public Administration.

Certificate of Studies in Statistics (Certificado de Estudios en el Servicio de Estadística):

*Requirements*—Completion of secondary education and 2 years of study in Statistics.

### **FACULTY OF PHARMACY (FACULTAD DE FARMACIA):**

Bachelor of Pharmacy (Bachiller en Farmacia):

*Requirements*—1 year of prepharmaceutical work in the Faculty of Science, and 2 years of study in the Faculty of Pharmacy.

Pharmacist (Farmacéutico):

*Requirements*—1 year of prepharmaceutical work in the Faculty of Science, and 4 years of study in practical work in the Faculty of Pharmacy.

### **FACULTY OF DENTISTRY (FACULTAD DE ODONTOLOGIA):**

Dental Surgeon (Cirujano Dentista):

*Requirements*—1 year of pre dental study in the Faculty of Science, and 4 years of study and practical work in the Faculty of Dentistry.

Degrees and titles conferred in 1942 were: *Letters and education*—23 degrees, 4 titles; *sciences*—7 degrees, 3 titles; *law*—60 degrees, 53 titles; *medicine*—91 degrees, 133 titles; *economics*—9 degrees, 7 titles.

**Foreign languages.**—The teaching of foreign languages is carried on in the Institute of Linguistics and Philology (Instituto de Lingüística y Filología). Ability to read and translate the language are the principal objectives of the instruction, as lack of time and excessive numbers of students render impossible the development of the ability to speak and write, which, according to the teachers, is a more desirable aim. A foreign language, preferably English, which was made compulsory in all secondary schools in 1944 (p. 23), is required during the first 2 years in both the Letters and the Science Faculties.

Language instruction is given a cultural emphasis, being regarded as a means of acquiring a knowledge of the civilization—the literature, philosophy, history, scientific progress, and social conditions of the people who speak the language studied. Further, language is used as an aid in specialization, the students of each faculty being assigned books related to their respective major fields with respect to vocabulary, content, and author. To this latter end, the Institute edits for class use small pamphlets containing brief literary, philosophical, and scientific articles, with grammatical and vocabulary exercises prepared by the teachers. In 1944 there were nine foreign language teachers in the Institute.

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**Military instruction.**—Military training is compulsory for all university students of Peru, including those of higher technical schools, such as the Engineering School and the School of Agriculture and Veterinary Medicine. No degree, title, or certificate may be granted until the requirements in this field are met. The Ministry of War, in agreement with the University Council, regulates this instruction and determines the military rank in the Army Reserve to be given to the student.

**Representative courses of study.**<sup>2</sup>—In the University of San Marcos, as in all other national universities and institutions of higher learning in Peru, the offerings of the various faculties are determined by the respective professorial councils, subject to the approval of a superior council—in the University of San Marcos, the University Council. Representative of the course requirements for degrees and titles are those presented in tables 12 and 13 for the Faculty of Economic and Commercial Sciences and the Faculty of Letters and Education, respectively.

**Methods and textbooks.**—As in most universities in the world, the lecture method predominates in Peruvian universities. Class discussions, questioning, demonstrations, and practical assignments, however, are increasingly employed. The full professors are required to publish their courses within 5 years after appointment and to modernize them at least every 5 years; so that to a considerable extent textbooks, at least in detailed outline form, are available. In the Faculty of Science they are obligatory. Several bookstores are located in the immediate vicinity of the University of San Marcos and are well patronized by the students.

**Examinations and grading.**—Every 2 or 3 months during the scholastic year tests are given dealing with the work covered in each course during that period and the instructors assign grades of passing or failure, which are averaged at the end of the year to determine the classwork grade. Annually, during a period specified by law and under regular examining boards, promotional examinations of a comprehensive (global) character are administered. They are written, oral, or practical. To be eligible for these, the student is required to have paid all his university fees, to have completed all his class and laboratory or practical assignments, and to have had no more than one course failure during the year. The examining board consists of from 3 to 5 members, each of whom assigns a grade on a scale of from 1 to 20. These individual

<sup>2</sup>Courses of study for other faculties in the University of San Marcos are on file in the U. S. Office of Education, Washington, D. C.

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**Table 12.—Program of studies for the doctorate in the Faculty of Economic and Commercial Sciences, 1944**

Subject	Hours a week per school year					
	I	II	III	IV	V	VI
1	2	3	4	5	6	7
<i>General culture: (Taken in the Faculty of Letters and Education)</i>						
Spanish elocution and composition	3					
History of civilization	3	3				
History of Peru	3					
Sociology	3					
Review of mathematics	3					
General accounting	3	3				
Foreign language	3					
<i>Specialized studies: (Taken in the Faculty of Economic and Commercial Sciences)</i>						
Balances		3				
Commercial history and geography		3				
Political economy		3	3			3
Commercial and banking arithmetic		3				
Elements of public law		3				
Elements of civil law			3			
Statistics			3			
Study of merchandise			3	3		
Mercantile legislation			3			
Industrial and labor legislation			3			
Science of finance				3		3
Financial and actuarial mathematics				3		
Government organization and accounting				3		
Applied statistics				3		
Agricultural economy (1 semester) and elements of international law (1 semester)				3		
Financial legislation of Peru					3	
Consular and customs legislation of Peru					3	
Industrial economy					3	
General and Peruvian economic geography					3	
Technical and practical banking (1 semester) and commercial psychology (1 semester)					3	
Business organization					3	
Economic and financial history of Peru						3
International commercial law						3
Economic policy						3
General economic and financial history						3
<b>Total</b>	21	21	18	18	18	18

examiner's grades are then averaged for the examination grade, which is given equal weight with the classwork mark in the determination of the final year-grade indicated as follows: 1 to 5, failure (reprobado); 6 to 10, conditioned (aplazado); 11 to 18, good (bueno); and 19 and 20, excellent (sobresaliente).

At the level of study for the doctorate, promotional examinations are usually omitted; but a final comprehensive examination for the degree is administered in addition to the requirement of an oral defense of the thesis.

**Library.**—Each faculty of the University of San Marcos has a specialized library of several thousand volumes for the use of its staff and students. The Central Library of the University (Biblioteca Central de la Universidad) is open to students, faculty, and alumni and contains approximately 60,000 volumes; 100,000 national and foreign magazines, reviews, and pamphlets; and 2,500

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**Table 13.—Curricular offering of the Faculty of Letters and Education, 1944**

Subject	Hours a week per year, by department																	
	Baccalaureate General Culture <sup>1</sup>						Doctorate						Secondary school teacher					
	Philosophy		History		Literature		Education				Common to all		Specializations					
							III	IV	III	IV			III	IV	III	IV	Mathematics	Biology
I	II	III	IV	III	IV	III	IV	III	IV	III	IV	III	IV	III	IV	III	IV	
Spanish.....																		
History.....																		
Art.....																		
Psychology.....																		
Foreign language.....																		
Biology.....																		
Botany.....																		
Zoology.....																		
Chemistry.....																		
Geology.....																		
Sociology.....																		
Geography.....																		
Archaeology.....																		
Anthropology.....																		
Latin.....																		
Philosophy.....																		
Education.....																		
Constitutional law.....																		
Mathematics.....																		
Practices teaching.....																		
Drawing.....																		
Laboratory.....																		
Preliminary instruction.....																		
Seminar.....																		
Literature.....																		
<b>Total.....</b>	<b>27</b>	<b>30</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>18</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>30</b>	<b>36</b>	<b>33</b>	<b>30</b>	<b>42</b>	<b>33</b>	<b>21</b>	<b>18</b>	<b>21</b>

<sup>1</sup>Candidates for the baccalaureate degree are required to take work in economics in addition to the general culture years.

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original theses. The largest foreign-language collection consists of books in English donated by the Carnegie Foundation. French and Italian collections come next in the order named. About 1,000 volumes are works of the early and medieval church fathers, in Latin, on theology and the outstanding personnel of the early Roman Catholic Church. The holdings in the field of social sciences are especially numerous and up to date.

Authorities over the library are the President of the University, the University Council, the Library Supervisor, and the Director. Other employees total 19. There are 4 departments: accessions, cataloging, reference, and circulation. In 1944, the process of modernization according to the Dewey Classification System was under way. The Central Library offers daily, Sunday, and evening service.

During the first semester of 1944, day service was rendered to 29,455 readers, distributed as follows: Agriculture and veterinary, 85; fine arts, 240; economic sciences, 1,290; exact, physical, and natural sciences, 8,400; law, 4,229; pharmacy, 17; engineering, 210; letters and education, 10,288; medicine, 893; dentistry, 25; and miscellaneous, 3,778. Evening readers, in the 2 months during which this service was available, totaled 2,801. Books loaned for home reading numbered 5,408: to professors, 627; to students, 3,882; to alumni and others, 899. Foreign-language volumes used during this same semester were: English, 522; French, 92; Italian, 35; German, 13; Portuguese, 12. Most popular subjects were: History of Peru, with 2,199 readers; education, 1,649; chemistry, 1,422; anatomy, 1,261; civil law, 1,152; physiology and hygiene, 1,014.

**Publications.**—Each faculty publishes a Review, the textbooks of its staff members, bulletins, and other minor items pertaining to its activities. The Faculty of Law publishes *Anales de la Facultad de Derecho*, *Revista de Derecho y Ciencias Políticas*, and *Boletín del Seminario*. The Faculty of Medicine publishes *Anales de la Facultad de Medicina*, *Revista de Neuro-Psiquiatría*, *Anales de la Clínica Quirúrgica*, and subsidizes the publication of the *Revista de la Sociedad de Otorinolaringología y Oftalmología*.

## CHAPTER VII

# OTHER INSTITUTIONS OF HIGHER LEARNING

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**I**N ADDITION to the University of San Marcos, Peru, as indicated on p. 49, has seven other institutions of higher learning: The National School of Engineering, the National School of Agriculture, the National School of Veterinary Science, the National University of Arequipa, the National University of Cuzco, the National University of Trujillo, and the Pontifical Catholic University of Peru.

### NATIONAL SCHOOL OF ENGINEERS (ESCUELA NACIONAL DE INGENIEROS)

The National School of Engineers occupies the old 2-story "Espiritu Santo" building in downtown Lima, but a 35-hectare estate has been purchased for the school by the Government and work has already begun on a new and up-to-date plant. In 1944 the building fund amounted to more than 1,250,000 soles.<sup>1</sup>

*Administration and control.*—Prior to the passage of the Organic Law of Public Education in 1941, the National School of Engineers was a dependency of the Ministry of Promotion and Public Works (Fomento y Obras Públicas). It now enjoys a considerable measure of autonomy. At the proposal of its Professorial Council, it may be incorporated into the National University of San Marcos as a Faculty of Engineering. As in the case of the University of San Marcos, the other national universities, and the National Schools of Agriculture and Veterinary Medicine, Government appropriations for the School of Engineers come through the national budgetary allotment for public education. In 1943 it amounted to 622,220 soles. This sum was raised in 1944 to 682,220 soles, and an extra appropriation of 100,000 soles was granted for the industrial chemistry laboratory.

As presently organized, administration is the responsibility of the Director, who corresponds to a combination of university president and faculty dean; the Professorial Council, which some-

<sup>1</sup>Boletín de la Escuela Nacional de Ingenieros. Serie III, Tomo XVII. Abril, Mayo, y Junio de 1944. Lima, 1944. p. 4.

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what resembles the University Assembly and the Faculty Professorial Board, and the Superior Council, which corresponds almost completely to the University Council.<sup>2</sup> The Minister of Public Education is chairman of the Superior Council.

**Major fields and instructional procedures.**—The National School of Engineers provides complete preparation for the engineering profession in the fields of civil, mining, electrical-mechanical, aeronautical-mechanical, architectural, chemical, and sanitary engineering. A 5-year plan of studies, which is tending toward augmentation, includes both theoretical and practical work. Practical exercises and activities are taken throughout the year, in both the school and the vacation periods, and include laboratory and shop work, assignments in the field, in mining and industrial organizations, and in public works. Upon completion of the full course, the student prepares an original thesis which, when approved and duly defended, qualifies him to the title of engineer (ingeniero) in his field of specialization.

**Courses of study.**—Offerings in the various areas of specialization are subject to frequent change in line with the advances made in the respective field of engineering. There are no electives. The program for the first year is identical for all students, irrespective of major intentions, and consists of the following subjects: Arithmetic and algebra (review), 3 hours a week; geometry and trigonometry, 3; chemistry, 2; descriptive geometry, 2; differential and integral calculus, 2; analytic geometry, 2; physics, 2; French and English, each 2; drawing, 8; and military instruction, 3. Each subject, except French and English, further requires 1 hour of practical work. Illustrative of the engineering course requirements, from the second year on, is the plan of studies in sanitary engineering, presented in table 14.

**Fees.**—Registration is by semester, the fee being 100 soles, subject to increase by action of the Professorial Board. Other fees are: Entrance examination, 30 soles; laboratory, 30 soles; topography shop, 15 soles; and diploma, 250 soles. Textbooks, paper, instruments, make-up examinations, room and board, are, of course, further necessary expenditures.

**Admission requirements.**—Admission is granted on the same basis as to the national universities—an age of at least 17 years, secondary school certificate, and successful performance on the entrance examinations covering secondary school Spanish and mathematics.

<sup>2</sup>Ley Orgánica de Educación Pública. Art. 611-615. Lima, 1941.



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**Table 14.—Plan of studies for the degree in sanitary engineering**

Subject	Hours a week per school year							
	II		III		IV		V	
	Class-work	Practice	Class-work	Practice	Class-work	Practice	Class-work	Practice
1	2	3	4	5	6	7	8	9
Rational mechanics	2	1						
Inorganic chemistry	1	1						
Organic chemistry	2	3	1	3				
Infinitesimal calculus	1							
Physics	2	1						
General topography	2	4						
Materials and general construction	2							
Biology	2							
English	2							
French	2							
Drawing		6		4				
Military instruction		4	1	3	1	3	1	3
Strength of materials			2					
Hydraulics and hydraulic machines			2					
Industrial materials			2					
Physico-chemistry			2					
Qualitative analysis			2	6				
General architecture			2					
Political and industrial economics			2					
Elements of climatology, ventilation, and air-conditioning			1					
Transmission and prevention of contagious diseases			1					
Sanitary engineering					2			
Thermodynamics					2			
Graphic statics					1			
Irrigation and drainage					2			
Reinforced concrete					2			
Residential architecture					2			
Economic engineering					2			
Bacteriology					1	2		
Highways and traffic safety					1			
Applied geology					2			6
Water, gas, and other analyses					2	9		
Legal engineering							1	
Sanitary legislation							1	
City planning							1	
Special and anti-seismic construction							2	
Electrical engineering							2	
Industrial and mining insurance							1	
Investigation and analysis of poisonous foods and substances							2	9
Special complements of sanitary engineering (plumbing, sewage systems, etc.)							1	
Public health engineering							2	
Bacteriological analysis								2
Military engineering							1	
Mine hygiene							1	
<b>Total</b>	18	20	18	16	20	14	16	14

sition, arithmetic, algebra, geometry, trigonometry, physics, and chemistry. Other requirements for admission to the university are: Birth certificate, evidence of good moral character, sound health, three passport-size photographs, and the school treasurer's receipts for payment of all entrance fees. Candidates who do not fail in more than two subjects are accepted, unless the number



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successful is excessive, in which case an oral examination is held to weed out the less promising.

Peruvian and foreign students may enter advanced years of study by presenting proof of having passed courses corresponding to the lower years in an institution with a plan of studies similar to that of the National School of Engineers.

**Preparatory and postgraduate offerings.**—Through new regulations<sup>3</sup> approved by the Superior Council, a preparatory section may be maintained in the school, administered independently, and taught by other than school personnel, but with school regulation and supervision. Advanced courses for postgraduates, either semester or year, may also be offered in one or more subjects related to the various fields of specialization.

**Examinations, promotion, and grading system.**—These elements of higher education are practically identical with those of the University of San Marcos (p. 60). Grades in the School of Engineers may range from 1 to 18, as follows: 1 to 9, failure (maló); 10 to 14, good (bueno); 15 and 16, very good (excelente); and 17 and 18, outstanding or honor (sobresaliente).

In the first year the studies are divided into 3 periods, weighted 1, 2, and 3, respectively. The grade for the year is the average of the 3 periods computed according to the established weightings. The upper years are divided into 2 periods of study, with weightings of 1 and 2, respectively, and final grades are calculated accordingly.

A minimum of 10 is required in each subject for promotion. Students repeating the year's work through failure in only one subject are required to attend all classes, practical exercises, and field trips, but need take only the one final examination. If the student is repeating the year's work after having failed in more than one subject, he is required to take all the final examinations of the year.

**School year and day.**—The official scholastic year—April through December—is observed, with classes 6 days a week from 8 a.m. to 12 noon and from 2 to 6 p.m. Extra classes may be held at hours fixed by the Director. During vacations, classes are held only in the morning.

**Enrollments.**—The extent to which the National School of Engineers is meeting the demand for trained personnel in the various fields of engineering is shown in table 15. Attendance during the years 1940-44 averaged above 80 percent.

<sup>3</sup>Reglamento de la Escuela Nacional de Ingenieros. Lima, 1944. p. 10-11. Mimeo.

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**Table 15.—Enrollments, by year, in the National School of Engineers, 1940-1944**

Year	Number of students in each year's class							Total
	1st			2d	3d	4th	5th	
	Applicants	New students accepted	New students, plus repeaters					
1940	251	62	87	61	46	35	26	255
1941	239	67	99	56	59	45	34	293
1942	340	104	143	65	55	53	43	359
1943	427	112	165	92	62	54	51	424
1944	...	...	267	117	93	56	53	587

**Teaching staff and salaries.**—Identical age and other general requirements for staff members obtain in this School as for the University of San Marcos and the other national universities (p. 53). Specific qualifications are: An appropriate title, conferred by a university or higher technical institute and a minimum of 5 years of professional experience. The experience requirement, may be waived in the case of professors whose instruction does not involve professional practical exercises. In 1944 the teaching faculty consisted of 32 head titular professors, 6 heads of practical activities, 8 temporary professors, and 7 specially contracted foreigners.

Salaries are regulated to the number of hours of class and practical work and to the years of service in the School as professor of a given course.

**Library and laboratories.**—The school has a library of some 15,000 volumes which are almost exclusively technical in nature, and a fair number of scientific reviews and reports. A daily average of 68 readers is recorded. There are also 9 laboratories, including docimasy or chemical analysis of minerals (with individual work tables), organic chemical analysis and synthesis (with individual work tables), industrial analysis and research (with individual work tables), physico-chemistry (being started), electricity and electrical measurement, metallurgy (antiquated equipment), petroleum (basic apparatus recently acquired), construction materials (incomplete), and micropetrology. Museums of mineralogy, petrology, and paleontology afford acquaintance with national species. A physics cabinet contains materials utilizable in elementary physics, and a topography cabinet has 12 theodolites, several sextants, levels, and other apparatus quite inadequate in view of the enormous increase in enrollment.

**Textbooks.**—Most of the 62 courses in 1944 had mimeographed texts. For 11 of them regular printed textbooks had been pre-

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pared. There were also 10 pamphlets or monographs, with more in preparation, dealing with the subject matter of other courses. Students are required to purchase these materials, which average well over 100 pages each. Price for mimeographed works range from  $\frac{1}{2}$  sol for a set of exercises in Inorganic Chemistry to 22.75 soles for a treatise on Economic Geology of Mineral Deposits.

### NATIONAL SCHOOL OF AGRICULTURE (ESCUELA NACIONAL DE AGRICULTURA)

To prepare and train professionals in the fields of agriculture, the National School of Agriculture and Veterinary Medicine was founded in 1902 as a dependency of the Ministry of Promotion and Public Works. Emphasis was laid on the agricultural aspect of the instruction provided, and the only veterinary courses offered were those considered desirable for agricultural engineers.<sup>4</sup> School authorities recognized the close relationship between the two fields, but limited funds and equipment prevented a more complete offering.

**Administration and control.**—Located at La Molina, near Lima, the school functioned from 1933 to 1941 in conjunction with the Agricultural Experimental Station, the National Meteorological Service, and the National Institute of Agricultural Microbiology, Serums, and Vaccines, under the Ministry of Promotion and Public Works.<sup>5</sup> The Organic Law of Public Education of 1941 gave it the same autonomous status as the National School of Engineers, with identical form of administration. It thus has a director, a Professorial Council, and a Superior Council of which the Minister of Public Education is chairman.

**Buildings, laboratories, and grounds.**—The school is housed in five large and numerous small buildings. A severe earthquake on May 24, 1940, completely razed one 3-story building and greatly damaged the others, so that for a time the school functioned in the capital. By 1944 the buildings had been largely restored and considerably remodelled in conformity with modern needs. For the practical agricultural activities the school has 210 hectares of land, 180 of which were under cultivation in 1944.

The laboratories are equipped with all essential apparatus, but lack many desirable accessories—particularly those for chemistry, zootechnics, animal anatomy, animal biology, and technology.

<sup>4</sup>Memoria correspondiente al año académico de 1943, presentado por el Director a la Junta de Profesores. Escuela Nacional de Agricultura y Veterinaria. Lima, Imprenta "El Condor," 1944. p. 40.

<sup>5</sup>Reglamento Orgánico de la Escuela Nacional de Agricultura y Veterinaria. Ministerio de Fomento. Dirección de Agricultura y Ganadería. Lima, 1933. p. 3.

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Biology and botany have fairly complete laboratories housed in a special building. Included in the apparatus for these branches of science study were 34 modern microscopes, all being much utilized by the students.

**Library.**—A small library of 2,000 technical volumes is in the process of being converted to the decimal system of cataloging. Between 750 and 1,000 volumes are modern. The monthly circulation averages about 375. Catalogued also are 205 theses and approximately 18 technical reviews.

**Teaching staff.**—Requirements of teachers are the same as those in other national institutions of higher education in Peru. In 1944 there were 15 head titular professors, 9 temporary professors, 4 heads of practical activities, and 1 contracted foreigner.

**Admission.**—Admission to the National School of Agriculture calls for termination of secondary education and a severe entrance examination. Two-thirds of the applicants, on the average, fail annually on the entrance tests.

**Enrollment.**—An increasing number of young Peruvians are entering the field of professional agriculture. From 209 in 1942, enrollment rose to 253 in 1944, distributed by years as follows: I, 98; II, 64; III, 31; IV, 34; V, 26.

**Degrees and titles.**—One title, that of agricultural engineer, is conferred by the school. From 1902 through 1944, a total of 368 graduates were granted this title, 37 of them in the last 3 years. A total of 208 other students completed their agricultural studies, but answered the demand for trained men in their field by immediately accepting positions, without finishing the thesis requirement for the title. The school authorities are now endeavoring to persuade these men to prepare and present their theses.

**Plan of study.**—The course of studies for the degree and title of agricultural engineer (Ingeniero agrónomo) covers 5 years. Upon completion of the course, the candidate for the degree prepares a "thesis," which consists of answers to specific written questions. A Board of 3 professors reads and judges the student's work, which, if approved, must be defended in public. The "thesis" is then graded on the official scale of 1 to 20 points, 11 or more indicating success. The Professorial Council pronounces the successful candidate "deserving of the title" (apto para el título). Table 16 gives the course of studies in force in 1944.

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**Table 16.—Course of studies for the degree of Agricultural Engineer**

Subjects	Hours a week per school year									
	I		II		III		IV		V	
	Class-work	Prac-tice	Class-work	Prac-tice	Class-work	Prac-tice	Class-work	Prac-tice	Class-work	Prac-tice
1	2	3	4	5	6	7	8	9	10	11
Anatomy and veterinary science	2	2								
Physics	4				2					
Botany	2	2	2							
Mathematics	5									
Geology	2	2 <sup>1</sup>								
Agricultural zoology	2									
Miheral chemistry	2						1	2	1	1
Zootchnica			1	2						
Engllah			2		2					
Agrology			1		2	2	1	2		
Analytical chemistry			2		2					
Drawing			2							
Veterinary physiology			1	2						
Agricultural machines			2	2						
Organic chemistry			2							
Mechanics			1	2						
Topography					1	2	1	1		
Entomology					3					
General agriculture					1	2				
Motoculture					2					
Hydraulics					1					
Veterinary hygiene					2					
Microbiology					1					
Meterology							2			
Cultivation of sugar cane							2		2	
Animal pathology							2			
Political economy							1		1	
Forestry							2			
Cotton culture							2		2	
Small crops							3			
Agricultural accounting							2			
Rural construction							2		2	
Plant pathology							1			
Grape culture							1			
Horticulture									2	2
Rural legislation									1	1
Industrial chemistry									2	
Oenology									2	
Food cultivation									2	2
Agricultural economy									2	
Applied genetics									2	
Special technology									1	2
Fruit cultivation										
Total	19	4 +	18	8	19	6	23	5	22	8

<sup>1</sup>Field trips.

### NATIONAL SCHOOL OF VETERINARY SCIENCES (ESCUELA NACIONAL DE CIENCIAS VETERINARIAS)

The courses in veterinary medicine offered in the National School of Agriculture and Veterinary Medicine were organized into a separate section of the school by the Organic Law of Public Education of 1941. In August, 1944, a presidential decree combined the new section with the Military School of Veterinary Sciences to form the National School of Veterinary Sciences. The sum of a million and a half soles was authorized for buildings and laboratories, and a committee composed of two members designated by the President of the Republic, three professors of vet-

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erinary subjects from each of the two constitutive schools, with the Minister of Public Education as president, was charged with the task of effecting the fusion.

### NATIONAL UNIVERSITIES OF AREQUIPA, CUZCO, AND TRUJILLO

So far as applicable, the provisions of the Organic Law of Public Education in regard to the University of San Marcos hold for the National Universities of Arequipa, Cuzco, and Trujillo. These institutions of higher learning have been charged with the "scientific study, investigation, and appreciation of all aspects of the regions in which they function." Their administration, control, entrance and degree requirements, plans of study, examinations, grading system, teacher qualifications, salary schedule, and similar elements of university activity are all practically identical with those of the University of San Marcos.

**Faculties, degrees, and enrollments.**—All three of these national universities have faculties of law, letters, and biological, physical, and mathematical sciences. The Faculty of Letters in the University of Arequipa has sections of general culture, philosophy, history, and literature. In Cuzco there is no literature section; in Trujillo there is no history section. The Faculty of Science in the University of Cuzco has preparatory, biology, physics, mathematics, and anthropology sections; Arequipa and Trujillo do not have sections in the latter field. In all instances, the general culture section of the Letters Faculty and the preparatory section of the Science Faculty provide the 1 or 2 years of general education necessary for admission to the other faculties, as indicated in the case of the University of San Marcos (p. 53).

All three universities provide preparation for elementary and secondary school teachers and grant official certificates upon completion of the respective course. Bachelor's, doctor's, and law degrees are also conferred, and each institution enjoys the legal right to create new sections and institutes, and to grant corresponding degrees and certificates as occasion demands.

The University of Arequipa has a Higher Institute of Banking and Commerce which offers a 4-year course leading to the title of Public Accountant, and plans the addition of Faculties of Pharmacy and of Commercial and Economic Sciences. A University Campus (Ciudad Universitaria) of five modern buildings is now being constructed in Arequipa—one for each of the faculties.

<sup>1</sup>Ley Orgánica de Educación Pública, No. 9359. Texto Oficial, Art. 581. Lima, 1941.

## OTHER INSTITUTIONS OF HIGHER LEARNING

In general, laboratories and libraries are being increased and improved as rapidly as circumstances permit. The chemistry, industrial chemistry, and biology laboratories of the University of Trujillo are quite satisfactory, as are also the chemistry laboratories in Arequipa and Cuzco. All three universities maintain large and interesting museums—the museums of archaeology in Trujillo and Cuzco containing many remarkably rare specimens of the pre-Columbian era. Library holdings are limited: Arequipa, 12,234 titles in 1944; Trujillo, about 15,000; Cuzco, 37,500, of which more than 5,000 are Latin works of the old Jesuit library. Cuzco also has some 60,000 reviews and other publications dating from independence days to the present.

The following enrollment statistics were available:

*National University of Arequipa* (1944): Law, 110; Letters, 178; Sciences, 128; Higher Institute of Banking and Commerce, 62; Urban Normal, 57; Superior Normal, 38—a total of 568 students.

*National University of Cuzco* (1943): Law, 103; Letters, 90; Sciences, 95; Archaeology, 127; Education, 134—a total of 549 students.

*National University of Trujillo* (1944): a total of 1,440 students, as compared with 1,121 in 1943.

### PONTIFICAL CATHOLIC UNIVERSITY OF PERU (PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU)

The Pontifical Catholic University of Peru, recognized officially by the State since its founding in 1917 and, through Pope Pius XII, by the Church since 1942, is a private institution which aims at professional education, advancement of the sciences, and the maintenance and diffusion of the principles and teachings of the Church. Its economic support derives chiefly from tuition charges and donations.

**Administration and control.**—In harmony with the provisions for private institutions established by the Organic Law of Public Education in 1941, and according to the regulations framed by the Superior Council of the University, the Rector is the legal representative and the highest authority. He is appointed by the Archbishop of Lima, upon nomination by the General Superior of the Sacred Heart Congregation, for a period of 5 years, with no restrictions as to re-election. He is assisted in his duties by a Vice-Rector and a Pro-Rector, the former appointed by the Archbishop of Lima, the latter, by the Rector—both for 5-year terms.

The State exercises ultimate control over the university through requirements for official degrees, qualifications of teachers, ad-

<sup>1</sup>Reglamento General de la Universidad Católica del Perú. Mimeo. In force since Jan. 10, 1942.

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mission examinations, and similar provisions of the Organic Law of Public Education.

**Superior Council (Consejo Superior).**—As a consulting body to the Rector and within certain limitations as a governing board, there is a Superior Council composed of the Rector, the Vice-Rector, the Pro-Rector, a representative of the Archbishop, the deans of the faculties, the secretary-general, and a maximum of four advisory members named by the Council itself. The duties and privileges of the Superior Council correspond with those of the University Council in the national universities.

**Faculty and "School" administration.**—Within the respective faculties, administration and control are responsibilities of the dean and the Directive Council (Consejo Directivo). The dean is chosen by the head titular professors of the faculty and appointed by the Superior Council for a 3-year term. He, too, is eligible to re-election indefinitely. The Directive Council is made up of the dean, as chairman, 3 head titular professors, and the secretary. Twice a year regularly, and at other times when deemed advisable, all the professors of the faculty meet for discussion and the presentation of suggestions to the dean and the Directive Council concerning the interests of the faculty. Administration of the university schools (escuelas universitarias) is identical with that of the individual faculty, with a director instead of a dean at the head.

**Faculties, schools, institutes, and degrees.**—The Pontifical Catholic University of Peru is authorized by Article 638 of the Organic Law of Public Education to maintain four faculties: Letters and Education, Law and Political Science, Economic and Commercial Sciences, and Engineering. A Language Institute is under the Faculty of Letters and Education, and a Business Institute with separate sections for men and women, under the Faculty of Economic and Commercial Sciences. There are also a Normal School for Men and another for women, a Women's Institute of Higher Studies, an Academy of Catholic Art, and a practice secondary school—The Colegio "Mariscal Castilla"—for the training of secondary school teachers.

Two distinctly different types of academic and professional degrees are conferred: Official, conforming to the requirements of the State laws; and private, those which the university confers on its own responsibility. Official degrees and titles are granted by the State, upon recommendation of official examination boards which examine and grade the candidate's performance.



## OTHER INSTITUTIONS OF HIGHER LEARNING<sup>5</sup>

In 1944 the faculties and schools offered degrees and titles as follows:<sup>8</sup>

### **FACULTY OF LETTERS AND EDUCATION (FACULTAD DE LETRAS Y PEDAGOGIA):**

Bachelor of Letters (Bachiller en Letras):

*Requirements*—2 years, plus additional specific courses determined by the staff.

Doctor of Literature (Doctor en Literatura)

Doctor of History (Doctor en Historia)

Doctor of Philosophy (Doctor en Filosofía)

Doctor of Education (Doctor en Educación)

*Requirements*—Bacalaureate, plus 2 years and a thesis.

### **FACULTY OF LAW AND POLITICAL SCIENCE (FACULTAD DE DERECHO Y CIENCIAS POLITICAS):**

Bachelor of Law (Bachiller en Derecho):

*Requirements*—2 years of general culture in the Faculty of Letters, 3 years in Faculty of Law.

Doctor of Law (Doctor en Derecho)

Doctor of Political Science (Doctor en Ciencias Políticas)

*Requirements*—same as for bacalaureate, plus additional specific courses and a thesis.

Title of Lawyer (Abogado)

*Requirements*—same as for bacalaureate, plus forensic practice and a thesis.

### **FACULTY OF ECONOMIC AND COMMERCIAL SCIENCES (FACULTAD DE CIENCIAS ECONOMICAS Y COMERCIALES):**

Doctor of Economic Sciences (Doctor en Ciencias Económicas)

*Requirements*—2 years of general culture in the Faculty of Letters, plus 4 years in the Faculty of Economic and Commercial Science, and a thesis.

Public Accountant (Contador Público)

*Requirements*—3 years in the Faculty of Economic and Commercial Sciences, plus special courses.

### **FACULTY OF ENGINEERING (FACULTAD DE INGENIERIA):**

Civil Engineer (Ingeniero Civil)

*Requirements*—5 years in the Faculty of Engineering.

### **NORMAL SCHOOL (ESCUELAS DE PEDAGOGIA NORMAL):**

Title of Urban Elementary School Teacher, 2d Class (Normalista Urbana de 2° Grado)

*Requirements*—same as in State Normal Schools (p. 31).

### **WOMEN'S INSTITUTE OF HIGHER STUDIES (INSTITUTO FEMENINO DE ESTUDIOS SUPERIORES):**

Degrees and Titles: None conferred.

<sup>5</sup>Blasón. Organo de los Estudiantes de la Pontificia Universidad Católica del Perú, Año III, No. 10. Lima, Agosto de 1944. p. 68.

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**Teaching staff, admission, examinations, courses of study, and school year.**—Professors in the Pontifical Catholic University of Peru are required to have the qualifications established by law for the national universities, plus certain religious attributes in conformity with the nature of the institution. There are head titular, temporary, and associate professors, corresponding to those of the national universities. Salaries are considerably lower than in the national universities, and there are no provisions for pensions. In 1944, there were 199 teachers in the university. Of these, 31 were in the Faculty of Letters; 28, in Law; 22, in Economic Sciences; 47, in Engineering; 24, in the Men's Normal Section; 22, in the Women's Normal Section; and 15, in the Women's Institute of Higher Studies.

Admission of students, classroom tests, promotional examinations, requirements for official degrees and titles, and courses of study all conform to the provisions of the Organic Law of Public Education for the national universities. The school year extends from April through December.

As a general rule, students may not register for study in more than one faculty or school, except in recognized related fields. A maximum of 11 subjects has been established as the student load. Class attendance is compulsory for at least 50 percent of the periods, the professors being required to call the roll before each lecture, discussion, or practical work period. Tests are administered every 2 or 3 months and, as in the national universities, the grades are averaged along with laboratory and other activities to determine the year grade, which in turn is averaged with the final or promotional examination score for the final grade in the course. The grading system is the official 1-20, the minimum for passing being 11. Promotion from 1 year to the next requires the passing of all courses, although exceptions may be made in the event of only 1 failure, in which case the course must be repeated as an extra (*curso de cargo*).

**Scholarships.**—A varying number of scholarships are offered annually by the university. Candidates are required to make written application and then take the entrance examination. The examination fee is returned to successful candidates, who are chosen according to scholastic aptitude and economic need.

**Fees.**—Fees in force in 1944 for students in the Faculty of Letters and Education, which were typical, were as follows: Registration, 90 soles a year per subject; examination, 50; bachelor's examination, 50; doctor's examination, 100; certificates, 15; and identification cards, 6 soles. Students permitted to pursue courses

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in 2 faculties are charged only 50 percent of the fees for tuition and examinations in one of them.

**Foreign students.**—Undergraduate and graduate students coming from other universities, either national or foreign, are placed in the Pontifical Catholic University of Peru according to the judgment of the Directive Council of the faculty to which admission is desired. A fee, varying with the number of subjects and years involved, is charged for the revalidation of credit earned in the foreign institution.

**Foreign language requirements.**—All regular university students are required to study the foreign languages indicated by the regulations of the faculty in which they are enrolled. Only university-level language courses count toward the fulfillment of this requirement: preparatory courses are regarded as noncredit work.

The Faculty of Letters and Education, for example, requires for the doctorate 2 languages which may vary according to major field of study. For the degree in literature, 4 years each of Latin and another language, preferably French or Italian, are required. For the degree in national or in ancient history, 3 years each of Latin and English are recommended; for modern and contemporary history, French and English; for philosophy, Latin and German. Only 1 foreign language is required for the baccalaureate degree. It is a general rule of the Catholic University of Peru that no student may study more than 3 foreign languages in the same scholastic year. Auditors are permitted to attend language classes upon payment of a 30-sol fee for each course. They are excluded from official examination, but may take special Catholic University examinations and receive a certificate of studies.

**Textbooks and teaching methods.**—As in the other universities in Peru, textbooks are scarce. In the Catholic University, none are specifically required.<sup>9</sup> Teaching procedure is undergoing gradual reform. Weaknesses of the old methods are recognized by the administration. "With the commonly accepted method which we are endeavoring to banish," the Rector declared in his 1943 Report<sup>10</sup> of University activities, "much is memorized but little is learned; plagiarism is encouraged and, above all, originality is stifled." He further stated that the lecture and dictation proced-

<sup>9</sup>Report prepared for the writer by the Secretary of the University, September 1944.

<sup>10</sup>Memoria leída por el Rector Magnífico de la Pontificia Universidad Católica del Perú, en la clausura del Año Académico de 1943. Revista de la Universidad Católica del Perú, Tomo XII, Número 1. Lima, Editorial Lumen, S. A., Abril 1944, p. 45.

ures are being vitalized through the innovation of objective tests, thought questions, seminars, practical activities, and excursions. And a beginning has already been made toward the control and the eventual elimination of the sale of "careless typewritten versions of the professors' lectures"—which in the face of the present dearth of textbooks and university treatises, "have become the only fountain of consultation and study for many students."<sup>11</sup>

**Enrollment.**—The enrollment in Catholic University of Peru during 1943 totaled 2,198 students, of whom 1,162 were in the regular university faculties and schools, and 1,036 in affiliated lower schools and academies.<sup>12</sup>

**University departments.**—Institutions and services which are not connected with any particular faculty or school are called university departments. Their creation, suppression, and modification are effected by the Rector with the approval of the Superior Council.<sup>13</sup> Their directors enjoy considerable authority in management, but are required to render a detailed annual account of their activities to the Rector of the University. The Central Library is regarded as a department. Others are: The Institute of Historical Research, which publishes its own Bulletin; the *Review of the Catholic University of Peru*, official organ of the university; the Medical Department, which in 1943 rendered free medical service to 24 students and 364 medical and physical examinations to candidates for admission; and the newly created (1943) Department of Physical Education and Sports.

**Library.**—Students and professors are served by library holdings of approximately 25,000 volumes, which are constantly being augmented by private donations and by specially designated institutional funds. Library hours are: Central Library "Carlos M. Elias," daily, except Sunday, from 9 a.m. to 12:30 p.m. and from 3 to 7:30 p.m.; Engineering Faculty Library, 8 to 12 noon and 3:30 to 5:30 p.m.; Normal-School Library, 9 to 12 noon; and Academy of Catholic Art Library, during class hours.

**Laboratories.**—The Faculty of Engineering offers laboratory courses, principally in the fields of physics and chemistry. In 1943 apparatus and materials were added to the chemistry and topography cabinets. Emphasis on laboratory exercises is relatively slight in the Catholic University of Peru; but the institution is of recent foundation and is slowly developing this aspect of its curriculum.

<sup>11</sup>Ibid., p. 45.

<sup>12</sup>Ibid., p. 47.

<sup>13</sup>Reglamento General de la Universidad Católica del Perú. Op. cit., Título XI, Art. 91.

## OTHER INSTITUTIONS OF HIGHER LEARNING

**Relations with other Peruvian universities.**—As the courses offered in the Catholic University of Peru are recognized as conforming to State regulation, credit for work taken there may be transferred to other universities and vice versa.

**Student organizations.**—Besides the Federation of Catholic University Students, which has been temporarily suspended (1944) by the Superior Council, there are a men's and a women's section of the National Union of Catholic Students, which is a religious organization, and an Economics Study Club, which works for the improvement of the students of the Economics Faculty and for the spread of the university's influence in the field of economics.

**Course in Journalism (Periodismo).**—In May 1945, the Women's Institute of Higher Studies of the Catholic University of Peru inaugurated the first course in journalism ever to be offered in Peru. Candidates for admission are required to have completed secondary school. The 2-year period of instruction includes the following professional subjects: (1) Principles of journalism and editing, (2) journalistic and publicity psychology, (3) journalistic ethics, and (4) typographic art. Classes are scheduled twice a week and supplemented with visits to newspaper offices and with practical activities.

### **PERUVIAN SCHOOL OF SOCIAL SERVICE (ESCUELA DE SERVICIO SOCIAL DEL PERU).**

The School of Social Service was founded in 1937 for the training of social aids or welfare workers. Administrative direction is vested in a Council of Women Trustees (Consejo de Patronato de Damas), the original members of which were appointed by Supreme Resolution in May 1937. In 1944 this Council consisted of 11 members. The immediate direction of the school is in charge of a director (directora), assisted by an assistant director and two heads of case-work activities (jefes de práctica de investigaciones sociales). Officials of the Ministry of Public Health and Social Welfare, of which the school is a dependency, serve when called upon in advisory capacity.

Admission<sup>14</sup> requirements include the following: (1) Age of at least 20 years; (2) completion of secondary school or equivalent; (3) good health and character; (4) previous experience in social service work, in the absence of which the school may provide opportunity; (5) written account of education and experience; (6) entrance examination.

<sup>14</sup>Resolución Suprema de 12 de junio de 1943. In Servicio Social, Organó de la Escuela de Servicio Social del Perú, Año I, No. 1. Lima, 1943, p. 127-429.

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A 3-year course is offered including  $2\frac{1}{2}$  years of alternated theory and practical activities and  $\frac{1}{2}$  year of straight intensive and specialized practice. This practice may be had in a hospital, welfare center, sanitation campaign, school, factory, agricultural or mining establishment, or in a prison. For the 6-month practice period, specialization may be in sanitation, school, industry, farm, or prison welfare work.

The academic and combined theoretical-practical work in the first  $2\frac{1}{2}$  years consists of the following courses, practically all of which are 2 hours a week each; *First year*—social service and professional ethics, hygiene, general psychology, elements of law, sociology, elocution, English, nursing, home economics, anatomy and physiology, religion and morals, elements of social economics of Peru, needlework; *second year*—social service, pathology, applied psychology and principles of teaching, elements of social economics of Peru, Peruvian social legislation, religion and morals, social doctrines, bookkeeping, English, Quechua, social hygiene, child study, statistics; *third year*—social case work, child study, school hygiene, elements of social medicine, elements of Peruvian sanitary and agrarian legislation, public administration, English, Quechua. In addition to this regular classwork, there are directed library assignments, seminar periods, and visits to kindergartens, nurseries, public schools, schools for the handicapped, hospitals, juvenile courts, jails, and factories.

During the 6-month period of intensive practical work, there are biweekly meetings of all students for discussions, questioning, reporting experiences, lectures, demonstrations, and other activities.

Examinations are administered each semester. The first semester of the first year is regarded as a trial period and students who fail to show definite promise are eliminated. Attendance is compulsory in both morning and afternoon classes, so that students are not permitted to hold working positions of any kind. On successful completion of the course the title of Social Aide (Asistenta Social) is conferred by the Ministry of Public Health and Social Welfare.

Enrollments in the Social Service School of Peru during 1944 comprised 72 students in the regular classwork and 34 engaged in intensive practice in various institutions of the Republic. Industrial centers employing more than 300 workers are required by law to have a titled Social Aide on their staffs, and the Social Service School of Peru is the only institution in the country authorized to confer that title.

## CHAPTER VIII

### SPECIAL EDUCATIONAL SERVICES

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**I**N ADDITION to its regularly organized system of education, Peru has a number of organizations and agencies which offer special educational services for the promotion of cultural development and the general welfare of its people. Following is a summary of the activities of some of these agencies.

**National Psychopedagogical Institute (*Instituto Psicopedagógico Nacional*).**—The Ministerial Departments of Normal Education and of Physical Education and School Hygiene collaborate in the activities of the Psychopedagogical Institute, created in July 1941 and opened a year later.

Founded to carry on exhaustive studies of the Peruvian child and adolescent for the establishment of scientific norms in education, this Institute has the following functions: (1) to study the various aspects of contemporary Peruvian education; (2) to propose to educational authorities the introduction of scientific norms directed toward the progress of education in the country; (3) to further the improvement of teachers-in-service by training them in modern experimental methods and by acquainting them with the problematical situation in Peruvian education as a stimulus to investigation; and (4) to diffuse the findings of its research through lectures, its Bulletin, and other publications. The Psychopedagogical Institute has an experimental laboratory, a specialized library, and other facilities necessary for the achievement of its purposes. It operates principally through the following bureaus:

**Bureau of Educational Sociology (*Departamento de Sociología de la Educación*).**—This organization studies the relationships between the social and physical environment and the spiritual development of the Peruvian child in the various regions of the country. It studies the school as a social institution and indicates the means of making education an effective factor in social progress. Biographical and achievement records of pupils in all parts of the Republic are utilized to advantage in this bureau.

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**Bureau of Educational Research (Departamento de Investigaciones Pedagógicas).**—The functions of this bureau include: (1) experimental investigation of the teaching procedures employed in Peru; (2) experimentation and proposal of new educational techniques; (3) establishment of scientific means in modern education; and (5) analysis of the major concepts of education for the betterment of Peruvian schools.

**Bureau of Vocational Guidance (Departamento de Orientación Profesional).**—This office (1) conducts investigations dealing with the concrete problems of schooling and its relationship to vocational guidance; (2) devises and studies techniques for the proper guidance of the young; (3) organizes and directs guidance propaganda for schools and the public and promotes the training of specialists for this important work; (4) maintains and develops the laboratory of vocational guidance in Lima; and (5) conducts studies in Peruvian prosopography. By the middle of 1944, this bureau had tested a total of 9,544 pupils to establish norms of performance to be used in the Guidance Consulting Office which was expected to open during 1945.

**Bureau of Normal Child Study (Departamento de Paidología Normal).**—This bureau (1) studies psychic development from infancy to adolescence; (2) determines the zonal characteristics in relation to social and regional conditions; (3) studies school and other activities of the child; (4) studies the qualities of teachers in relation to their activities; and (5) selects, develops, and fixes adequate methods of investigation.

**Bureau of Exceptional Child Study (Departamento de Paidología Especial).**—The functions of this organization are (1) the biological, psychological, and social study of handicapped children; (2) the study of the irregularities and conflicts found in otherwise normal children and the harmful agents in the environment, including those engendered in the process of education; (3) the treatment and re-education of children diagnosed as exceptional and of those adversely affected by their environment; and (4) the training of personnel for work in this field of special education.

The course for the preparation of personnel in this important field is open to holders of the Urban Normalist title (p. 31) and to university-level students who have successfully completed at least 1 year's work. An age limit of from 18 to 40 years has also been established. A preparatory cycle of 1 semester provides a background in general psychology, education, and statistics. Ad-



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mission to the 3-semester specialized cycle is by examination on the preparatory materials. This phase of study includes general subjects for all students and specialized practical work in the major field chosen. The general, common-to-all subjects are genetic psychology and educational sociology in the first semester, experimental psychology in the second semester, and experimental pedagogy in the third semester. Upon entering the specialization cycle, the student chooses his major field from among the different bureaus of the Institute, each of which offers practical work in its respective area of activity.

***Department of Artistic Education and Cultural Extension (Dirección de Educación Artística y Extensión Cultural).***—This department of the Ministry of Public Education functions through five divisions or sections: fine arts; national museums and monuments; educational radio and moving pictures; national and popular libraries; and editing and publications.

The division of fine arts has charge of the National Academy of Music, the National School of Fine Arts, and the National Symphonic Orchestra. Nation-wide contests are conducted in the fields of art, music, drama, and literature, particularly in relation with the schools. Scholarships are made available to students of the Academy of Music and the School of Fine Arts. A National Art Gallery has been provided for the exhibition of creations in the plastic arts, and music concerts, art exhibitions, and other cultural functions are held at regular intervals in Lima and the larger cities.

The division of national museums and monuments controls the national Museums of Anthropology, of Archæology, of the Viceroyship of the Republic, and of Italian Art, as well as the regional museums in Ancash and Lambayeque. In the National Museums there are 73,377 items, including 50,000 specimens in the Archæological Museum, 600 in the Museum of the Viceroyship, and 277 paintings and works of sculpture in the Museum of Italian Art.

The editing and publications division was created in 1944 for the purpose of disseminating literary, scientific, and artistic culture through the médium of books. For its publications the division has the services of the Ministry of Public Education Press. It began its activities with the publication of Patriotic Readings (*Lecturas Patrióticas*), the first volume of a series to be known as the Peruvian School Library (*Biblioteca Escolar Peruana*).

The division of Radio and Moving Pictures presents moving-picture programs for the schools and for the general public. As far as possible the films shown in the schools illustrate and sup-

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plement the regular educational program. For the general public cultural and historical programs are prepared. A station-wagon equipped with moving-picture projector, sound track, and loud-speaker apparatus for radio broadcasts and phonograph records, travels through the country visiting schools and public meeting places.

Among the activities of this division are those connected with the National School of the Air (Escuela Nacional del Aire), which conducts a series of broadcasts related to the school program and organizes special groups of student listeners among the rural and laboring elements of the country. Carefully prepared talks are broadcast in support of the Literacy Campaign on national history, geography, citizenship education, and other topics dealing with national progress through development of the minor industries, better schools, and the educational orientation of parents.

The division of national and popular libraries is charged with the task of founding new libraries throughout the Republic and regulating the operation of those already in existence, whether or not they receive State support. By a Supreme Decree of January 31, 1943, the Department of School Finance in the Education Ministry retains 50 percent of the monthly amount allocated in the national budget to libraries for the purchase of books proposed by the individual libraries. The Department of Artistic Education and Cultural Extension negotiates the purchases.

New popular libraries are founded generally with the aid of the respective municipal councils. Following are library statistics for Peru as of December 1943: With more than 50,000 volumes, 3; from 10,000 to 50,000 volumes, 20; from 5,000 to 10,000 volumes, 6; under 5,000 volumes, 54 libraries. This total of 83 libraries was raised to 100 by September 1944.

**National School of Arts.**—This institution in Lima, under the supervision of the Department of Artistic Education and Cultural Extension of the Ministry of Public Education, has its own director and technical council and provides 6 years of training in the fine arts. The complete course includes 2 years of drawing and 4 years of drawing and painting. Wood carving, ceramics, and sculpture are also offered, as well as lecture courses in Peruvian art and composition, history of art, art anatomy, and perspective. There are 20 classrooms. Fees are low, and numerous scholarships are available for talented applicants. In 1944 the enrollment was 141 students, of whom 25 held scholarships.

## SPECIAL EDUCATIONAL SERVICES

**School of Oratory (*Escuela de Oratoria*).**—In March 1945, a school of oratory was started in Lima for students, speakers, and other adults who desire to "enhance their personalities." The aims are to teach and exalt the values of eloquence, to inculcate the art of public speaking, and to work toward the embellishment of speech. Results to be sought include: Elimination of timidity and nervousness; improvement of memory, voice, vocabulary, and pronunciation; clear orderly expression; and facile conversation.

**Peruvian-North American Cultural Institute (*Instituto Cultural Peruano-Norteamericano*).**—This institute, sponsored and financed jointly by the Department of State and Peruvian Nationals, offers a broad variety of English-teaching services for adult students, including elementary, intermediate, and advanced courses in conversation, composition, and phonetics, as well as special informal conversation courses. The student body consists of 1,000 adults comprising Government employees, office workers, doctors, lawyers, housewives, and, occasionally, even cabinet members.

**School for Tourist Guides (*Escuela de Cicerones*).**—Founded in 1940 upon the initiative of the Touring and Automobile Club of Peru, this school functions in the Peruvian-North American Cultural Institute. The Government has ruled that candidates for the instruction offered must be secondary school graduates and able to speak a foreign language, preferably English. An entrance examination is required. Classes are held 1 hour daily, except Saturdays, when they are of 2 hours' duration. The course extends through the entire year and is supplemented with excursions to ruins, monuments, and museums. Each student is required to prepare a paper, in English, on a selected theme. Among the subjects studied are: Archaeology; history of ancient, colonial, and modern Peru; Lima from the tourist's point of view; Peruvian folklore; and tourist zones of Peru. The founding of similar schools in Cuzco, the ancient Inca capital, and in Trujillo is under advisement.

**National Literacy Campaign (*Campaña Nacional de Alfabetización*).**—Following the revelations of the 1940 Census (p. 8) regarding illiteracy throughout the Republic, the new Organic Law of Public Education included many provisions for adult education. Chapter IV of the law lays down the general pattern for this type of instruction. Articles in other sections of the law make adult education free and compulsory in its simplest form; call upon the School Patronage Groups to cooperate in combating illiteracy; provide for adult education in communities where there

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are more than 20 illiterates and in army barracks, warships, jails; and other public establishments. The law also requires owners or managers of agricultural, industrial, or mining enterprises to maintain classes for adults on the same basis.

At the first American Conference of Ministers and Directors of Education held in Panama in 1943, the Minister representing Peru emphasized the importance of the illiteracy problem in America, particularly in regard to the indigenous masses. The following February, at the first Conference of Peruvian Supervisors, Presidents, and Secretaries of Teachers Organizations, it was voted to cooperate voluntarily in a literacy campaign, and in 1944 the President of the Republic decreed the inauguration of the Nation-wide movement.

The campaign is patriotic, cultural, social, and educational. Sections of adult instruction have been established in nearly all schools of the Republic. Designed for adolescents and adults, from 16 to 40 years of age, classes are held outside the working hours. Officially, the morning period is from 7 to 9; afternoons, 5 to 7; nights 8 to 10; Saturday afternoons and Sundays. Circumstances produce variations in these hours.

For the actual teaching, primers and readers as well as special guides for the teachers have been prepared and distributed. Teachers' meetings have also been held for the discussion of ways and means of promoting the movement. The bases for the learning are the activities the "pupils" engage in during the class periods and at home or at work. Although the minimum program mentions such subjects as reading, arithmetic, civics, hygiene, home economics, and moral and religious education, it is not intended to "teach subjects," but to give to the illiterate an integrated education which will help him to become incorporated into the active life of his country.

Flash cards and lesson sheets containing the various materials to be learned are distributed among the beginning students. The 36 basic exercises include all the letter and syllable combinations necessary for learning to read in Spanish. A little newspaper called *Informativo Peruano* is distributed among the teachers and plans were under way late in 1944 to include a few pages especially prepared for the students. The *Peruvian Reader (Libro Peruano de Lectura)* was published in 1944, dedicated to the adolescents and adults who have learned to read as a result of the Literacy Campaign. Although the language in which the various sections are written is rather difficult for beginners, this reader contains many profitable lessons for the individual and the group.

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When the student has learned to read, he is permitted to retain the *Peruvian Reader* as his own personal property.

**Culture Brigades (*Brigadas de Culturización*).**—Pursuant to Article 140 of the Organic Law of Public Education, culture brigades have functioned in regions in which the Indian languages predominate. By this means it is hoped to give indigenous adults the elements of Peruvian culture. Originally five of these brigades functioned in Cuzco, Ayacucho, Junin, Ancash, and Cajamarca, but in 1944 they were concentrated in the department of Puno, where appreciable results are now being attained by carrying on the work in the native Indian language.

The brigades complement the activities of the public schools and have wielded a strong influence toward the elimination of opposition among the Indians to the work of the school and toward the general progress of the rural community.<sup>1</sup> In fact, many communities have undertaken their own transformation, as for instance in Ojjerani, where homes, dress, and customs in general have undergone considerable change.

Culturization brigades include a teacher-head, who is a normal-school graduate; another teacher for work among the women; a graduate nurse; an expert in agriculture; and a chauffeur. This group has at its disposition a station-wagon equipped with radio, loud-speaker, tonsorial apparatus, agricultural articles, such as seeds, fertilizers, and small implements and other educational materials. Practically all activities are carried on bilingually. Since the inauguration of the campaign for literacy, the brigades have aligned themselves with the newer program.

Supervision is in the hands of the teachers themselves and the local school authorities. Performance of achievement is checked monthly, but there is a general check-up on progress in literacy every 3 months. At the end of the year a final examination is administered for the purpose of verifying the attainment of the minimum learning goals—ability to read and comprehend simple materials and to write short paragraphs from dictation.

The reaction of the people to the Literacy Campaign has been favorable, particularly in the mountain regions where there are few distractions and consequently greater dedication to school activities. By March 1945, more than 140,000 adolescents and adults had been taught to read and write with a fair degree of efficiency.

Approximately 13,000 elementary school teachers are now de-

<sup>1</sup>Special report prepared for the author by the director of the Campaña Nacional de Alfabetización, Ministry of Education, Lima, August 1944.

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voting some of their time to this type of education. These teachers receive no additional remuneration, but the more successful ones are rewarded in various ways by the Ministry of Public Education. Some are given facilities and scholarships for teacher-improvement courses leading to a higher certificate. Some receive a bonus for each group of 20 or 25 adults they bring to literacy. All receive special consideration in promotions and other advantages.

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