

OE-14104
Bulletin 1964, No. 33

EDUCATION in PERU



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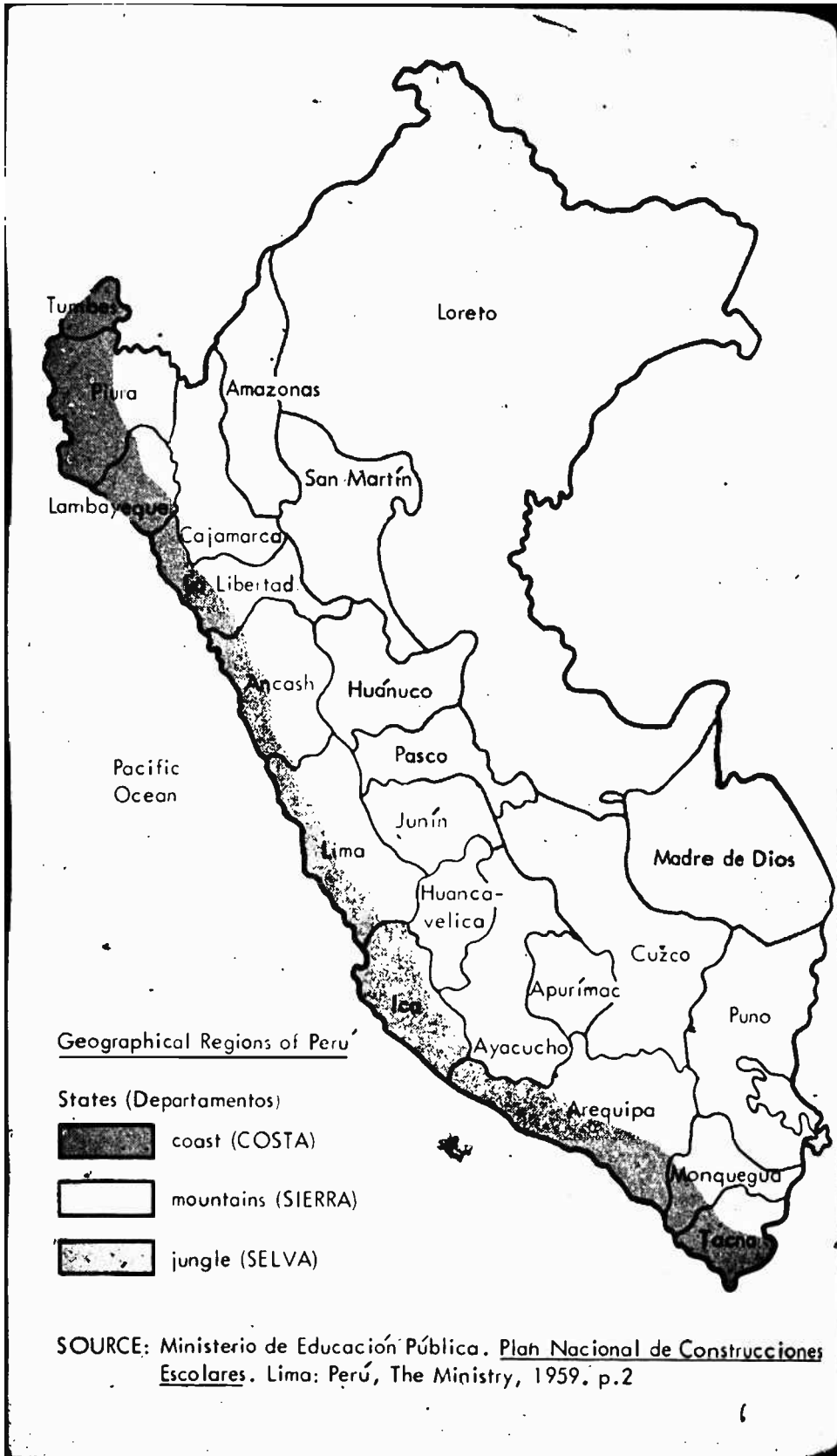
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Part I. BACKGROUND

General Characteristics of Country and People

PERU, THE FOURTH LARGEST COUNTRY in South America, stretches approximately 1,400 miles along the north-central Pacific coast of the continent. The country's total area, counting its 80 islands in the Pacific Ocean, is over 500,000 square miles.

Continental Peru is divided geographically into three natural subdivisions, designated as the *costa* (coast), where Lima, the capital, and seaports are located; the *sierra* (mountains), or the zone of the Andean cordillera; and the *selva* (jungle), or the forested eastern region of the mountains, which occupies approximately two-thirds of the total national territory.

These subdivisions differ greatly in their physical, cultural, and economic aspects. The *costa*, with roughly 11 percent of the total land, has 25 percent of the nation's population; the *sierra*, with 27 percent of the land, has around 62 percent; and the *selva*, comprising approximately 62 percent of the land, has only 13 percent of the population. This jungle area is largely underdeveloped and only partially explored.

The single largest racial group are pure-blooded Indians, who comprise about 46 percent of the total Peruvian population. The rest of the population is distributed as follows: 37 percent *mestizo* (mixed Indian and Caucasian strains); 15 percent of European descent; and approximately 2 percent Negroes and orientals. Thirty-five percent of the population speak only Quechua or Aymará, the two main Indian languages. Spanish, the official language of the nation, is spoken by only 46 percent of the people, and various dialects by the remainder.

Preliminary figures from the 1961 census estimated Peru's total population as 10,364,620 inhabitants. More than 60 percent of the population is engaged in agriculture and over 18 percent in manufacturing.

The present Constitution, which was promulgated in 1933, designates Peru as a democratic republic. Economic, social, and individual

rights are specifically enumerated, and freedom of the press, religion, and assembly are guaranteed. The Constitution vests the power of the National Government in three branches: executive, legislative, and judicial.

The President of the Country is elected by direct vote for 6 years. He must be a Peruvian by birth, over 35 years of age. The Deputies and Senators, who also must be Peruvians by birth, are elected for 6 years. The Deputies, who represent the Provinces, must be 25 years of age; and the Senators, elected by the departments, must be at least 35.

The Government is highly centralized and the principal administrative officials, both national and departmental, are appointed by the President. The main political subdivisions of the Republic are departments or States (each with its own capital), Provinces, and districts. There are 23 departments and the Constitutional Province of Callao, 135 Provinces, and 1,259 districts. Lima, the political and cultural capital of the nation, covers over 40 square miles, and with a population of more than 1 million, is the sixth largest city in South America and the major industrial zone of Peru.

Educational Development

The history of education in Peru follows the same general pattern as in the other Latin American republics and covers three distinct periods: Inca, Colonial, and National.

During the Inca period, Cuzco was the center of learning, and public instruction was reserved to the sons of the nobility who were taught the Quechua language, religion, government, history, law, and science. The common people were trained in occupations and trades.

The Spanish colonizers started their system of education with the same objectives as the Inca system. Taught by the church, elementary education included elements of reading, writing, arithmetic, morality, and religion. Designed for the upper classes, secondary education was a combination of secondary and university study in Latin, law, and theology. During this period the Universities of San Marcos (1551), San Antonio del Cuzco (1598), and San Cristóbal de Huamanga (1667) were founded.

In 1821, Peru proclaimed its independence from Spain, and education began to receive more attention. In 1822, José de San Martín decreed the founding of a normal school in Lima where the

Lancaster system,¹ the so-called monitorial plan, was put into practice. Three years later, in 1825, Simón Bolívar decreed that this system be extended throughout the Republic. He ordered the establishment of a university in Trujillo and a normal school in the capital city of each department. In the same year, the decree establishing the University of Arequipa was issued. A further decree in 1825 differentiated between elementary and secondary education. During the early years of the national period of Peru a number of secondary schools were established, and the *Colegio de Educandas* (Secondary School for Girls), the first secondary school for girls of all social classes, was opened in Cuzco.

A decree of 1833 created a Department of Elementary Education in Lima to administer and direct elementary education. The department continued to use the Lancaster system, prohibited the collection of fees from students, established public and private semester examinations, abolished coeducation, provided bonuses for excellence in teaching, and set a time schedule for the schools. However, little actual improvement was effected.

The Constitution of 1828 had authorized Congress to formulate general plans for public education and to promote advancement in the arts and sciences. It directed the departments of the Republic to encourage public education and to guarantee elementary education to all citizens. Absence of a strong pedagogical orientation, inefficient administration of school funds, and general political unrest in the country all combined, however, to forestall the actual fulfillment of the laws on public education authorized by the Constitution.

In view of the need for reform in public education, under the leadership of President Ramón Castilla, a new regulation was issued in 1850 to centralize the direction and control of all public education in Lima and to establish a division between public and private education. At the same time three levels of education were distinguished: elementary, secondary, and university. The normal school at Lima became the Central Normal School and other normal schools were set up in each department's capital.

In 1855, another general regulation created the University Council for the direction of higher education in Peru, and established identical instruction for boys and for girls in the lower schools. Teachers were brought from France for certain Peruvian institutions of higher education. In 1861, the University of San Marcos was made the center of university activity for the entire Republic. The faculties

¹ Under this system, the teacher instructed the monitors, who in turn instructed the students. It became very popular, since a large number of children could be taught by a single teacher.

of ecclesiastical science, law, medicine, mathematics, natural science, philosophy and letters, and political economy were established at San Marcos.

However, not until the administration of President José Prado (1904-8) did the National Government actually assume the responsibility for the administration and direction of education in Peru. A new law in 1905 brought a revision of public education. It re-emphasized the centralization of elementary education under the National Government, removing it from control of the municipal councils; established free and compulsory education; reorganized the General Department of Education (set up in 1836); established a system of school supervision at the national level; and appropriated funds for elementary education. Teachers' salaries and school materials were to be provided by the Government.

The Organic Law of Education of 1920 initiated steps toward new developments for a more stable and effective system of public education, particularly in administration, finance, organization, school attendance, and quality and methods of teaching. A constitutional amendment in the same year required that at least one elementary and one secondary school be established for each sex in each district and provincial capital.

A congressional committee on education reported in 1940 that less than 5 percent of the articles of the law of 1920 were in force, and that the nation still remained without an effective educational system.

It may be noted that from 1822 through 1920 many laws, decrees and regulations were enacted, but the lack of the proper articulation and continuity of effort in educational matters, plus the lack of financial resources, impeded the implementation of such laws and therefore the development of education in Peru. However, the frequency of so many changes in laws may also be looked upon as a sign of unusual activity and constant desire to improve the Peruvian system of education in spite of the many problems involved.

Although in 1941 a new Organic Law of Public Education was passed, positive steps toward implementation were not taken until the end of World War II, with the assistance of the U.S. Government. The law of 1941, which is the basis for Peruvian education today, brought vital educational developments in the Republic. Elementary education became more industrial in nature and rural education more agricultural, but common to both were general education subjects of the elementary school program. Secondary education for both boys and girls, became general and technical and was divided into commercial, industrial, and agricultural programs. In some of the secondary schools, vocational departments were added to the

Additional academic offerings. Detailed programs of study, including teachers' guides for the various levels of education, were prepared and distributed throughout the Republic. Under the 1941 law, schools were required to teach history, geography, civics, and religion in the Spanish language, and these subjects were to be taught by Peruvian nationals.

Fundamental education was made compulsory to the age of 40 and called for the incorporation of the Indian population into the national life through educational channels. Teacher-training centers were set up and traveling units were organized in rural areas to teach sanitation, animal husbandry, farming, and the like.

The law also provided for the organization of *Patronatos Escolares*² to promote social, cultural, and economic cooperation with the school, by the home and the community, but with the provision that the *Patronatos* would not participate in technical and administrative matters, or in the selection or dismissal of teachers.

The autonomy of the universities and other institutions of higher learning in the nation was guaranteed, and their annual subsidies allotted by the Government were legally fixed in the education section of the national budget.

In 1948, the President of the Republic, General Manuel A. Odría, created a *Fondo de Educación Nacional* (National Education Fund) for the construction of school buildings to serve as a basis of a reorganization of the educational system in Peru. Also, in 1948, the work of General Juan Mendoza, who became Peruvian Minister of Education in that year, was a notable contribution in modernizing Peru's public school system, on the pattern of what he had seen carried out in some rural areas of the country with U.S. assistance. During his first 2 years in the Ministry, school enrollments increased by 150,000 and the educational budget had an even greater proportional increase.

In February 1950, a 10-year *Plan de Educación Nacional del Perú* (Plan of National Education of Peru) was initiated for the development of education in five major areas: (1) Indian communities—expansion of the *núcleos escolares* (discussed later under rural education); (2) rural villages—creation of a system of *primer grado* (incomplete, or lower, elementary) schools and prevocational training centers; (3) urban centers—establishment of *escuelas primarias completas* (complete elementary schools) and an increase of academic, industrial, commercial and agricultural schools; (4) capitals of each

² These organizations, which correspond somewhat to U.S. parent-teacher's associations, are autonomous groups composed of teachers and parents who assume a great share of the general responsibility for pupil health and school welfare.

department—creation of more urban and prevocational elementary schools and the organization of the *grandes unidades escolares* (large school centers), similar in organization to a comprehensive high school (described under secondary education); and (5) other areas—expansion of the normal schools, military institutes, and universities.

The 1950 plan started a coordinated effort for the development of new curricula, textbooks, teaching procedures, methods, and training personnel.

In 1957, a national survey of the Peruvian educational system (*Inventario de la Realidad Educativa del Perú*) was completed, which appraised the programs, courses, examinations, textbooks, teacher certification, teacher training, and inservice training. The results and recommendations of this survey have served as a basis for the implementation of various aspects of the 1950 plan.

Despite these efforts, advancement in public education has been hampered by recurrent political and social disturbances, which have been frequent throughout Peruvian history.

Administration and Finance

The Ministry of Public Education is the official body responsible for education throughout the Republic of Peru. The Peruvian Constitution states that education is the responsibility of the state. Under law, the Minister of Education exercises jurisdiction over all public and private education, with the exception of the universities, which are autonomous, and various independent schools under the jurisdiction of other ministries. He is appointed by the President of the Republic and serves for an indefinite term.

The Minister of Education presides over the *Consejo Nacional de Educación* (National Council on Education); which is also appointed by the President. The *Consejo*, composed of seven members representing the various levels of education, has important advisory functions in formulating national education policy.

Under the Minister is a general director to whom the head directors in the six regional areas of the country are responsible. Under these are the provincial and district inspectors who administer elementary, rural, secondary, vocational and normal school education. Official programs are formulated by the pedagogical departments in the regional offices and approved by the National Council on Education. The programs are compulsory in both public and private

schools and are enforced by the inspectors. Other directorates in the Ministry are concerned with school property and construction, supplies, statistics, examinations, personnel, and other administrative details.

The Ministry of Education, through its Department of Inspection and Private Schools, controls all private schools. In general, they are required to follow the official plans and study programs of the public schools, but enjoy a degree of autonomy under the national system of education. Under certain conditions, the Government also authorizes grants for private schools.

The Ministry plans the education section of the national budget and allots the funds for educational expenditures by departments, provinces and districts. All school funds come from the educational budget. There is no provincial, district, or departmental income. According to a Government report, since the mid-1950's education has been the largest item in the national budget, with national defense next.

The following figures are the percentages of the total national budget expended on education for the years shown.³

Year	Percent	Year	Percent
1955	13.87	1959	16.84
1956	14.41	1960	17.36
1957	15.10	1961	18.00
1958	14.86	1962	19.00
		1963	20.70

³ For the years 1955-60, see Roca, Pablo. "Costos de la Educación," *La Educación*, Nos. 21-23. Washington, D.C.: Pan American Union, 1961. P. 53; for 1960-63, see Ministerio de Educación Pública. *Informe Sobre el Desarrollo de la Educación en el Perú Durante el Año 1962*. Lima, 1963. Pp. 93-94.

Part II. EDUCATIONAL LEVELS

Preprimary Education

PRESCHOOL EDUCATION for children from 4 to 6 years of age is coeducational and provided in kindergartens, which generally are adjuncts to urban elementary schools.

The program for 4-year-old children includes singing, dancing, drawing, and games, and for those 5 years old, safety precautions, handwork, oral expression, hygiene, and outdoor activities.

Children 6 years of age attend *clases de transición* (transition classes), whose purpose is to establish liaison between preschool and elementary education. The 1-year transition classes are offered in kindergartens and in many elementary schools. The program includes language (oral, writing, and reading), simple arithmetic, manual activities, drawing, music, moral and religious instruction, and social habits.

Curriculum and syllabuses for all preprimary schools are issued by the Ministry of Education. Instruction, as well as meals, clothing, and toys, are free.

Although the 1941 Organic Law of Education required the establishment of kindergarten in all urban areas, in 1959 there were only 242 kindergartens located in the larger towns of departments and Provinces. In 1962, the Ministry of Education reported 298 preschool establishments in the Republic, with total enrollment of 32,217 children.

Elementary Education

The Public Law of Education of 1941, modified in 1943, stipulates that elementary education (usually called primary education in Peru), is free and compulsory for children between the ages of 7 and 16, or until completion of the sixth year of the elementary school. The law is not strictly enforced because of the employment

of children in agricultural work, apathy of parents, the low standard of living of the Indian population, long distances between the school and the home, the lack of qualified teachers and their ignorance of the Indian languages. Elementary education is also compulsory for illiterates over 16 and under 40 years of age.

In Peru, the school year is from April to December with a 15-day midyear vacation in August. Children attend from 5 to 6 hours a day. Public elementary school children receive textbooks and school supplies free of charge. Depending on the location and environment, elementary schools are classified as urban (which may be either public, private, or *fiscalizadas*⁴) or rural.

Prior to 1951, elementary education comprised 7 years—the transition year plus 6 years of elementary schooling. A Government decree dated August 1, 1951,⁵ eliminated the sixth year of the program, since it was considered to be a repetition of the fifth year.

Urban Schools

Urban elementary schools comprise two *grados* (grades, or levels): *escuelas de primer grado* ("first grade" schools) also called *escuelas primarias incompletas* (incomplete primary schools), consisting of 3 years for children 7 to 11 years old, and *escuelas de segundo grado* ("second grade" schools) comprising 2 years for children between 11 and 13 years of age.

The subjects included in the elementary school program are arithmetic, art, language, manual activities, moral and religious instruction, health, and physical education. Premilitary and prevocational subjects are taught in the fourth and fifth grades.

The main purpose of urban elementary prevocational education is to prepare students who are not continuing on to secondary schooling for a gainful occupation, i.e., it is terminal training for the majority of children in urban and rural areas. In addition, prevocational education serves to discover students' aptitude for academic or vocational secondary education. Industrial classes are given in the urban schools and agricultural in the rural schools. In 1962, there were 445 prevocational urban and rural schools having 3,091 teachers and a total enrollment of 132,181 students.

⁴ *Escuelas Fiscalizadas* (State supervised schools) are required by law to be established by agricultural, mining, industrial, or other enterprises, whose employees form a population center including more than 30 school-age children. If more than 20 illiterate adults are employed, classes must be conducted for them. Attendance is free of charge. State supervised schools must follow the official programs of study.

⁵ Mendosa Rodríguez, Juan. *Nuevo Potencial para la Educación Peruana*. Lima: The Ministerio, 1956. P. 157.

According to the report of the Ministry of Public Education⁶ presented in August 1963 at the Third Interamerican Conference of Ministers in Bogotá, Colombia, over 1,400,000 children (6-14 years) were enrolled in the elementary schools in Peru in 1961, as follows:

Total	1,402,642
Transition year	483,571
First year	304,298
Second year	233,670
Third year	186,052
Fourth year	143,016
Fifth year	112,026

Table 1 shows the increase of school population in relation to the total population in Peru during the years 1906-60.

Table 1.—Total population and school population of Peru:
Selected years 1906-60

Year	Total population (in thousands)	School population	Percentage of school population
1906	3,617	150,506	4.16
1910	3,807	146,408	3.85
1915	4,080	165,724	4.06
1918	4,265	176,689	4.14
1920	4,397	195,701	4.45
1925	4,764	236,482	4.96
1930	5,186	432,016	8.33
1931	5,278	351,057	6.65
1935	5,669	465,274	8.21
1940	6,207	565,932	9.12
1945	6,838	703,751	10.29
1950	7,535	1,010,177	13.41
1955	8,315	1,127,095	13.56
1960	9,720	1,401,046	14.40

¹ Not including university school population

² Estimated.

Source of data: Vega, Aristides. "Problemas de la Educación Nacional." *El Comercio* (Supplement). Lima: December 1961. P. 6-7.

A Ministry of Education report⁷ showed the percentage of children of ages 6-14 seeking elementary education for the years 1950-62 as follows:

Year	Percentage	Year	Percentage
1950	63.72	1957	66.83
1951	64.01	1958	68.85
1952	62.91	1959	71.00
1953	62.27	1960	71.28

⁶ Ministerio de Educación Pública. *Informe Sobre el Desarrollo de la Educación en el Perú Durante el Año 1962*. P. 49.

⁷ *Ibid.*

1954	63.33	1961	72.93
1955	64.50	1962	73.68
1956	67.09		

Rural Schools

There is no great distinction between rural and urban schools in Peru, other than that rural schools include those in urban districts where the people are mainly engaged in agricultural pursuits. Rural schools are mostly "first grade" or incomplete schools offering the transition year and the first 3 years of the elementary school program.

In 1961, a change in the law required all elementary schools to offer the complete 5-year program, if the enrollment would justify doing so. The final 2 years of the program are devoted to academic subjects, or to agricultural and vocational preparation. For reasons previously indicated, this law has not been completely enforced.

Rural schools are classified, according to the local needs of the community, in various types: the *núcleos escolares campesinos* (rural community schools); *escuelas unidocentes* (one-teacher schools); *escuelas rurales prevocacionales* (rural prevocational schools); and *escuelas bilingües de la selva* (bilingual schools of the jungle).

The *núcleos escolares campesinos*, introduced in Peru in 1946, have been established in major Indian communities. The *núcleos* consist of an *escuela central* (central school) offering the complete elementary school program, and 15 to 20 *escuelas seccionales* (sectional schools) offering the first 3 years of elementary schooling. The schools provide instruction in farming, gardening, sanitation, arithmetic, shopwork, and the regional language of the Indians, as well as literacy classes, vocational training, and extension work. The central school, which is the headquarters of the director of the school and its supervisors for health, agriculture, and literacy, administers, supervises, and coordinates all the operations of the sectional schools.

In 1951, there were 22 *núcleos* and 320 sectional schools in the Cuzco-Puno district of the *Sierra*, with enrollment of 37,000 Quechua- and Aymará-speaking Indian children. By the end of 1962, 73 *núcleos* were operating in the *Sierra*, representing a total of 2,416 schools with 5,424 teachers and enrollment of 219,738 students.

Escuelas unidocentes (one-teacher schools) or *mínimo* type schools, are established in rural districts having at least 30 school-age children. These schools follow the same program as those of the regular

schools. Students are usually arranged in three groups for 2 years of study beyond the transition classes. After completing the 3 years of rural schooling, they can transfer to a regular elementary school. The one-teacher schools are now being converted into schools offering the full elementary school program and staffed with several teachers, or they are being incorporated with the *núcleos escolares*.

Escuelas rurales prevocacionales are mostly "first grade" or incomplete elementary schools, established in rural areas, stressing the teaching of agriculture. Like those in urban communities, rural prevocational schools prepare students for a trade or occupation.

Escuelas bilingües de la selva are located in the jungles where Indian children are taught in both their native language and in Spanish. The native language is the medium of instruction and Spanish is used as a second language. Farming, native crafts, sanitation, and similar subjects are included in the program, as well as training for illiterate adults. Teachers in these schools are required to know the language of the community.

Special Education

There is no compulsory law for the mentally deficient children in Peru. Some of the physically, mentally and socially handicapped children attend free semiboarding special schools, while others enroll in the regular schools. In general, these children are taught such trades as shoemaking, bookbinding, embroidery, and dressmaking.

In 1962, there were nine schools for special education: three for the blind and deaf, two for mentally deficient, two for physically handicapped, one for the socially unadjusted, and one for indigent mothers.

A report⁸ on special education submitted to UNESCO by the Ministry of Education states that in 1958, of a total population of 1,083,260 school-age children, about 4 percent were mentally deficient.

Secondary Education

The Directorate of Secondary Education, under the Ministry of Public Education, is responsible for the administration and supervision of all academic secondary schools in Peru.

⁸ UNESCO/International Bureau of Education. *Organization of Special Education for Mentally Deficient Children*, p. 197.

According to the law (No. 10263) of October 27, 1946, every Peruvian adolescent has a right to free secondary education. In 1957, the aims, structure and curriculums of secondary education were redefined by decree. However, the reform of secondary education started in 1948. At that time the *Colegio Nacional de Nuestra Señora de Guadalupe* (Our Lady of Guadalupe National Secondary School), a boy's school, was turned into an experimental school to serve as a laboratory where the new curriculums, syllabuses, and organization were being tested. The reform has been applied progressively to all secondary schools, and in 1957 the first-year programs in all the secondary schools of the nation were following the new curriculums on an experimental basis.

In 1960, the reorganization of the first cycle of the secondary school was completed, and the reorganization of the second cycle started. The main objective is to coordinate academic, prevocational, and vocational education at the secondary school level.

For admission to the general secondary school, the student must be between 12 and 16 years of age, in good health, must have successfully completed the elementary school program, and have demonstrated good behavior. There is no special examination for admission to the secondary schools.

Four tests of student progress are given bimonthly by the teacher on the subject matter covered during each period. The final promotional examinations cover the work of the whole year. In the academic secondary, vocational, and normal schools, the examinee who fails three subjects in the final examinations may take *exámenes de aplazados* (makeup examinations), but to be promoted to the next year he must attain a passing mark in two of these subjects.

The grading system for the secondary schools is as follows:

- 0- 5 *reprobado* (failure)
- 6-10 *malo* (poor)
- 11-17 *bueno* (good)
- 18-20 *sobresaliente* (excellent)

A general average of 11 is required for passing a subject. The grades are generally reported in words rather than in numbers and alterations or erasures in a record are forbidden.

The school year extends from the beginning of April to mid-December, and comprises 270 schooldays, with 5½ days per week and 15 days' vacation at midyear.

Educación secundaria común (general secondary education) is provided in *colegios nacionales* (national secondary schools), *colegios particulares* (private secondary schools), and *grandes unidades escolares* (large school units), and in evening schools.

The *gran unidad escolar* (large school center), developed under the

1950 National Education Plan, is a Peruvian attempt at a comprehensive type of high school. These centers, which have been established in many parts of the nation, offer academic secondary, technical, commercial and agricultural education in accordance with the characteristics and needs of each region, and the last 2 years of the elementary school. The *gran unidad* includes a series of buildings grouped in a large unit, housing the various types of schools, the staff residence, shops, manual training installations, laboratories, libraries, study and music rooms, and assembly halls. The centers offer training for students who expect to enter universities, and terminal-technical-vocational education for those who expect to end their education at the secondary level. Admission is based on an entrance examination.

The 1950 plan called for 30 centers for boys and 25 for girls; and by 1960, 26 centers for boys and 10 for girls had been established.

The general secondary school program comprises 5 years and is divided into two cycles. The first, *ciclo común* (basic cycle), covers 3 years of study of general education subjects for all students. The second, *ciclo de especialización* (specialization cycle) covers 2 years, subdivided into letters and science, with certain general subjects for either specialization. Upon the successful completion of the full program and after passing the official examinations given by the Ministry of Education, the student receives the *Certificado de Educación Secundaria Completa* (Certificate of Completion of Secondary Studies), which is required for those wishing to continue on to higher education.

Prior to 1959, the secondary school program was divided into two cycles (3/2), with specialization in arts, science, or *comercio administración* (business administration).

The 5-year general secondary school program shown in table 2 was established by Resolution No. 127 on April 1957 and modified by Resolutions Nos. 32 and 29 of February 20, 1958 and February 2, 1959, respectively.

In 1960, there were 181 public secondary schools, 306 private and 46 evening, of which 42 were national; 2 municipal and 2 operated as demonstration centers by the Universities of San Marcos and Trujillo. General secondary school enrollment was estimated at approximately 158,000 students.

Unlike most other Latin American educational systems, in Peru the *bachillerato* (bachelor's diploma) is not granted upon completion of the academic secondary school program. The *bachillerato* program generally comprises 2 years of postsecondary study in preparation for certain university programs. Some universities, however, now

Table 2.—Number of hours a week, per subject, in 5-year general secondary schools, by school year: 1963

[— indicates course not given]

Basic course	Year				
	1st	2d	3d	4th	5th
Total	38	38	38	30-24	28-28
Anatomy, physiology and hygiene	—	—	3	—	—
Art education and manual arts	3	3	3	2	2
Botany and zoology (general)	—	3	—	—	—
Civics	—	—	2	—	2
Directed studies and educational activities	7	7	3	8-2	5-5
Elements of physics and chemistry	—	—	3	—	—
Foreign language	3	3	3	3	3
Guidance	1	1	1	1	1
History of Peru	8	3	4	3	—
History of Peruvian boundaries	—	—	1	—	—
Introduction to philosophy (logic and ethics)	—	—	—	—	4
Mathematics	5	4	4	4	—
Peruvian and world geography	4	3	—	—	—
Physical education	2	2	2	2	2
Political economy	—	—	—	—	3
Prenilitary training or domestic science	2	2	2	2	2
Psychology	—	—	—	—	2
Religion	1	1	1	1	1
Spanish and Spanish literature	5	4	4	4	2
World history	2	2	—	—	—
Specialization ¹	4th		5th		
	Arts course	Science course	Arts course	Science course	
Total	8	14	10	14	
Chemistry	—	3	—	3	
General biology	—	4	—	—	
History of Peruvian culture	—	—	3	—	
Literary readings	—	—	3	—	
Physics	—	3	—	3	
Solid geometry and trigonometry	—	—	—	4	
Survey of geography and social science	—	—	4	—	
Survey of mathematics	—	4	—	—	
Survey of Spanish	4	—	—	—	
Survey of world history	4	—	—	—	

¹ The specialization subjects listed here for the 4th and 5th years are in addition to those listed for the 4th and 5th years under the basic course.
Source of data: Translated and adapted from the Ministerio de Educación Pública. *Informe Sobre el Desarrollo de la Educación en el Perú Durante el año 1962*. Appendix. Lima, 1963.

offer 4 or 5 years of study upon completion of which the student receives the bachelor's degree.

The *escuelas vespertinas* (evening schools) and the *escuelas nocturnas* (night schools) follow a special (6 years) secondary school program adapted to the needs of the students.

The study of English was declared to have great importance in Peru's economic, social and cultural relations, and in 1944 became obligatory as a basic subject in all the public and private secondary schools of the Republic. The *Curso de Inglés* (English course), a

textbook prepared by the Peruvian-North American Cultural Institute and published by the Ministry of Public Education, was adopted as the official English text for all the schools. Some private schools teach English beginning with the lower grades.

The number of graduates by level and type of schools in Peru in 1961 was as follows⁹:

Level	Graduates					
	Total	Men	Women	Types of Schools		
				Private	Public	State supervised
Elementary	106,235	—	—	15,048	87,704	3,303
Secondary	20,433	—	—	7,250	13,183	—
Vocational	2,008	—	—	154	1,944	—
Normal (teacher training).	1,148	519	629	—	—	—

Private Education

Under the specific framework of the 1941 Organic Law of Education, all private schools are under the jurisdiction of the Section of Private Schools in the Ministry of Public Education. Private elementary schools are required to admit free of charge 7 percent of the children enrolled in the schools. The Ministry approves all school fees, and authorizes, under certain conditions, Government grants to private schools.

With the exception of a few special schools, all private schools are required to follow the official plans and programs prescribed by the Ministry and to conform to the requirements established by the Organic Law of Education. By law, only Peruvians may teach Peruvian history, geography, civics, and any other subject which may be required by the Ministry. All instruction in these subjects must be in Spanish. The Spanish language must be taught by a Peruvian or a Spanish national.

Private secondary school graduates must take the official final examinations prescribed by the Ministry to receive the secondary school certificate.

⁹ Ministerio de Educación Pública. *Informe Sobre el Desarrollo de la Educación en el Perú Durante el Año 1962*. P. 23.

Private schools, some of which are accredited by the Southern Association of Colleges and Schools in the United States, have been established in Peru by North American, German, and British private citizens, companies, and various religious denominations. Such schools supplement activities of the Peruvian national system on the elementary and secondary levels, as shown in table 3.

Vocational Education

The Department of Technical Education is responsible for vocational and technical education at the elementary level, as previously explained, and at the secondary level. The main objective of technical education is to prepare technicians and to give them a general cultural background. Curriculums, programs of study, course content, and other administrative matters are under the direct supervision of the department.

Vocational secondary education is provided in industrial and technical schools, agricultural institutes, and commercial institutes, but is not free. Because of the lack of school facilities, admission to vocational schools is highly competitive. Completion of the 6-year elementary school, a health certificate, and an entrance examination passed with an average grade of 60, are required for admission. The programs comprise 5 years of study divided into two cycles of either 2 and 3 years or 3 and 2 years, respectively depending on the program. Many vocational schools still follow the older 2-3 plan.

In 1956, the Government declared the completion of the 5-year vocational education program to be comparable to completion of the academic secondary school program permitting vocational secondary school graduates to be admitted to Peruvian institutions of higher education in the field of their specialization.

As in the case of general secondary education, vocational education is in the process of reorganization. In 1957, plans for the reorganization of the various types of programs were formulated and approved. Some of these programs have been put into effect on an experimental basis in certain schools. The new programs comprise two cycles—a 3-year basic cycle of general academic subjects, and a 2-year cycle of studies in the various vocational fields—agricultural, industrial (for boys or for girls), and commercial.

Examinations and titles or certificates given in all the vocational and industrial schools are approved by the various boards appointed by the Ministry of Education. In the public schools, these boards

Table 3.—Selected data on elementary and secondary binational-sponsored schools in Peru: 1963
 [— Indicates no data available]

Name	Location	Date founded	Control	Student body	Enrollment (estimated)	Grades	Type of program
The American School of Lima ¹ (1955) ² Colegio "Alexander von Humboldt"	Lima	1946	Nonsectarian	Coeducational	800	K-12	Peruvian and U.S.
Colegio América del Callao	Callao	1891	Methodist	do	1,008	K-12	Peruvian and West German (English and German taught)
Colegio Andino	Huancayo	1914	do	do	450	K-12	Peruvian (English taught)
Colegio Inmaculado Corazón	Lima	—	Catholic	Boys	800	K-3	Peruvian (English taught from elementary grades)
Colegio Markham	do	—	Methodist	do	500	K-12	Peruvian and British up to G.C.E. Ordinary level
Colegio San Antonio	Callao	1943	Catholic	do	1,700	K-12	Peruvian (English taught)
Colegio San José Obrero	Trujillo	1957	do	do	300	K-9	Peruvian (English taught from elementary grades)
Colegio Santa María (1949) ³	Lima	1939	do	do	700	6-12	Peruvian (English taught)
Colegio Santa Rosa de Lima	do	1919	Public	Girls	800	K-12	Do.
Colegio Unión	do	—	Adventist	Coeducational	300	K-12	Peruvian
Colegio Villa María (1949) ³	do	1923	Catholic	Girls	1,200	K-12	Do.
Escuela América de la Victoria	do	—	Methodist	Coeducational	950	Elementary	Do.
Lima High School ³	do	1906	do	Girls	750	K-9	Peruvian (English taught)
Peruvian-North American School ⁴ Toquepala-Ilo Junior High School (1955) ³	do Tacna	1950 1956	Nonsectarian do	Coeducational do	400 350	K-12 6-9	Peruvian and U.S. Do.

¹ Also called Franklin Delano Roosevelt School.

² Accredited by the Southern Association of Colleges and Schools in the year indicated.

³ Also called Colegio María Alvarado.

⁴ Also called Abraham Lincoln School.

are made up of teachers of the schools concerned, but for private schools, the members are appointed by the Ministry from other schools. The examinations are prepared in the Department of Vocational Education in the Ministry of Education. In the vocational schools, the grading system is 0 to 100; 60 is the passing grade.

In 1962, the Ministry reported the enrollment in vocational schools as follows:¹⁰

	<i>Type of school</i>	<i>Total</i>	<i>Men</i>	<i>Women</i>
Total	-----	49,707	28,117	21,590
Agricultural	-----	4,927	4,894	33
Commercial	-----	18,040	10,508	7,534
Industrial	-----	26,740	12,717	14,023

This represents an increase of 10 percent over the enrollment for 1961, which was reported at 45,087 students.

The types of vocational training, prior to the reform in 1957 and still in effect in some schools and institutes, are described below:¹¹

Educación agropecuaria.—Agricultural education, given in *institutos agropecuarios* (agricultural schools), provides the basic principles and practices of farming, care and breeding of livestock, and creates interest and appreciation of farm life and of the work of the farmer.

This 5-year program is divided into two cycles of 2 and 3 years, respectively. The first cycle trains workers for occupations in the farms and prepares those students who wish to continue on to the second cycle. A *Certificado de Competencia de Capataz Agropecuario* (Certificate of Competence as Foreman in Cattle and Crop Raising) is granted upon completion. The second cycle, or last 3 years of the program, trains the student as a *Técnico Agropecuario* (Agricultural Technician), which qualifies the holder of the certificate to work in the *Industria Agrícola-Ganadera* (Agricultural-Livestock Industry) or to continue on to an institution of higher education, such as the *Universidad Agraria* (University of Agriculture) or the *Facultad de Veterinaria* (Faculty of Veterinary Sciences). Admission to the second cycle of the program is highly selective since the places in the schools are very limited.

Educación industrial para varones.—Industrial education for men under the older arrangement is offered in *colegios industriales* (industrial schools) and is divided into two cycles. The first cycle (2

¹⁰ Ibid. P. 66.

¹¹ Ministerio de Educación Pública. *Reglamento de Educación Secundaria Técnica*. Lima, 1961. 123 p.

years) includes vocational and academic subjects and orients the student toward an occupation or a trade. Upon completion of this cycle, the student receives a *Certificado de Competencia* (Certificate of Competence) in a chosen field: general mechanics, blacksmithing, masonry, tailoring, mining, silverplating, soldering, metallurgy, electrical installations.

The second cycle offered in *institutos politécnicos* (polytechnic institutes) or *institutos industriales* (industrial institutes), is 3 years in length, corresponding to the third, fourth and fifth years of the program, and prepares technicians in a special field: shop and auto-mechanics, sanitary installations, radio, construction, metallurgy, technical drawing and leather work. Upon completion of this cycle, the student receives a certificate of *técnico* (technician) in the specialty concerned. Graduates may continue on in their field to the (1) *Instituto Politécnico Nacional "José Prado"* (José Prado National Polytechnic Institute); (2) the *Escuela Normal Técnica* (Normal Technical School); (3) the *Universidad Nacional de Ingeniería* (National University of Engineering); or (4) to other university faculty in the respective field.

In addition to the regular vocational education programs, short courses of various length in lathing, milling, leather work, electrical installations are offered for students who expect to be employed in the aforementioned occupations or trades.

Educación industrial de mujeres.—Industrial education for women, as in the case of technical education for men, under the older pattern, comprises two cycles beyond prevocational elementary education, and is offered in *colegios industriales* (industrial schools) for women. The first cycle (2 years) orients the students toward a trade or an occupation, such as dressmaking, millinery, tailoring, embroidery, textile work, decorative arts, toymaking, cosmetology, interior decorating, homemaking. Upon completion of this cycle the student receives a *Certificado de Competencia*.

The second cycle comprising 3 years, corresponding to the third, fourth, and fifth years of the program, is given in *Institutos industriales* (industrial institutes). The title granted after completion of the cycle is *Técnica* (Technician) in the field chosen and qualifies the holder as follows: for (1) a position of manager in a shop, beauty salon, tea room, etc.; (2) a *certificado de segunda categoría* (second class teaching certificate) provided she takes a preparatory course for teachers at the *Instituto Nacional de Ciencias Domésticas y Artes Útiles* (National Institute of Domestic Sciences and Useful Arts); (3) continuing studies leading to the title of *Profesora Especializada en Educación Técnica* (Teacher of Technical Edu-

cation in a special field); (4) continuing studies in the *Escuela de Dietistas* (School for Dieticians); (5) for admission to the *Escuela de Servicio Social* (School of Social Service), or to other special schools of higher education.

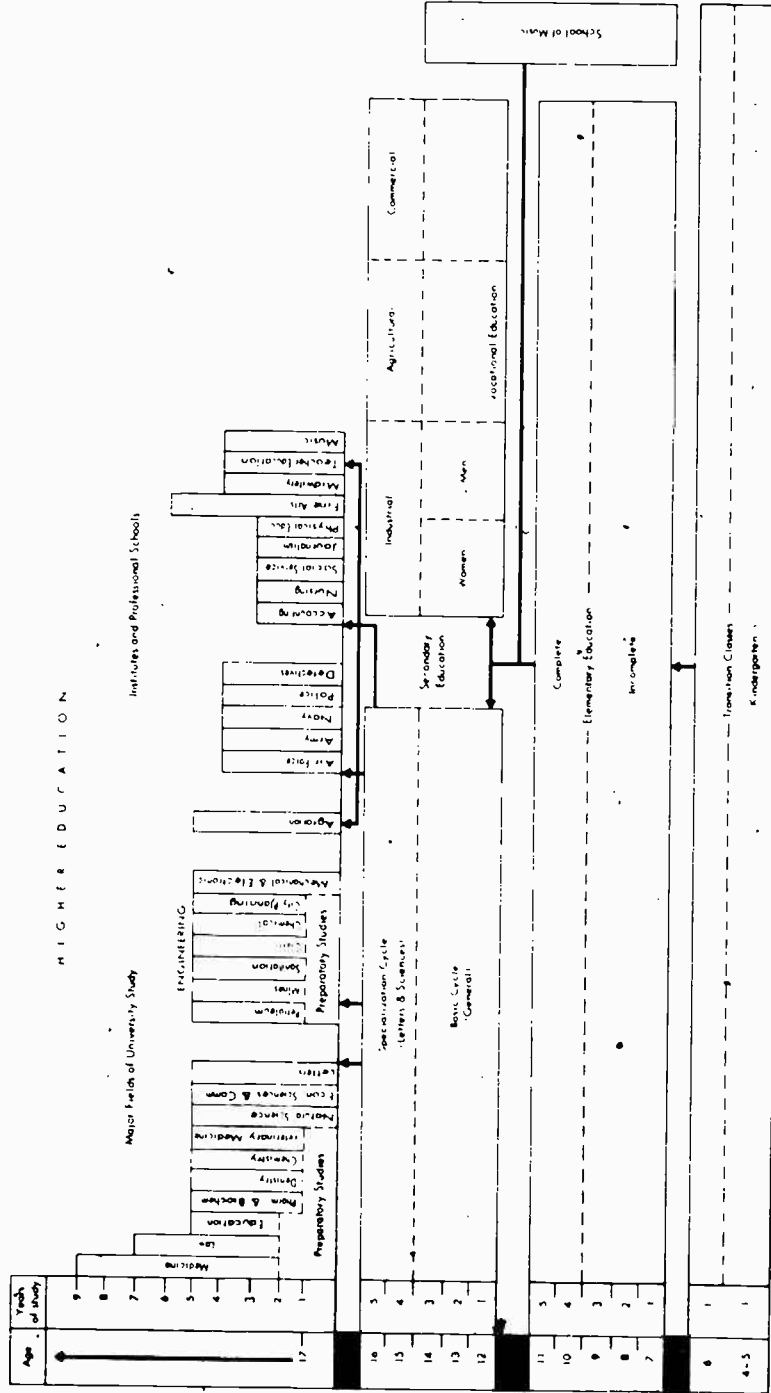
Evening vocational courses for adult women are designed for those who cannot attend the regular schools and who are working without the proper training. Classes are arranged according to the working hours of the applicants. There are no special requirements for admission for the 1- to 3-year programs offered.

Educación comercial.—Commercial education is provided in *institutos comerciales* (commercial institutes). The older 5-year program is also divided into two cycles of 2 and 3 years successively. Students who complete the first cycle receive a *Certificado de Competencia de Auxiliar de Comercio* (Certificate of Competence as Commercial Assistant). In the second cycle, upon completion of each successive year, the student receives the aforementioned certificate as follows: at the end of the third year, *Mecanógrafo-Taquígrafo* (Stenographer-Typist); at the end of the fourth year, *Auxiliar de Contabilidad* (Bookkeeping Assistant); and upon completion of the fifth year, a diploma, either *Contador Mercantil* (Business Accountant), *Técnico en Comercio* (Business Technician), or *Secretario Comercial* (Business Secretary), depending on the field chosen.

In the evening schools, the first cycle lasts 3 years while the second cycle is the same length as that of the regular program. In addition, supplementary evening and night commercial programs of varying length are offered to interested adults and business employees.

The new programs, still in the process of experimentation and expansion, comprise in the first 3-year *ciclo básico vocacional* (basic vocational cycle) the general academic subjects of the regular secondary program. The second 2-year *ciclo técnico* (technical cycle) is devoted to agriculture, industrial (for men and for women) or commercial training. Upon completion of any of these programs, the student receives the title of *técnico* (technician) in the respective specialization. Courses for men are offered in carpentry, electricity, radio, television, automechanics, sanitary installation, metallurgy, and mechanics. For women, courses are provided in dress-making, embroidery, knitting, cooking, and bakery. Commercial education for both sexes comprises courses in general business, bookkeeping, and secretarial work.

Educational System of Peru: 1963



Teacher Education

The director of the *Dirección General de Educación Normal* (General Department of Normal Education) in the Ministry of Public Education coordinates and formulates the plans and programs for all teacher-training institutions of the Nation. In addition, he is responsible for the appointments and promotions of all the teachers in the public schools.

In Peru, elementary school teachers fall into three categories:¹² (1) normal school graduates who hold the title of *Normalista* or *Maestro Normal Urbano de Primera Categoría* (Urban Elementary School Teacher, first class); (2) *Licenciado Normalista* (Certified Teacher) or *Maestro de Segunda Categoría* (Elementary School Teacher, second class), who has not completed the normal school program but who has completed special courses and has received a license to teach; and (3) *Maestro Intitulado* (Unlicensed Teacher) or *Maestro de Tercera Categoría* (Elementary School Teacher, third class), who is generally an elementary school graduate who is granted a license to teach in rural areas.

In 1962 the Ministry of Education reported the normal schools distributed throughout the nation as follows:

Total	63
Higher normal	0
State	* 4
State supervised	** 5
Urban normal	43
Coeducational	13
Men	0
Women	16
State supervised	5
Rural normal	11
Coeducational	3
Men	2
Women	6

* Including the National Pedagogical Institute and National Teachers' Inservice Training Institute

** Including the Institute of Family Living and the Institute of Preschool Education.

Teacher preparation for elementary, secondary, vocational, and normal schools is described below.

¹² According to statistics from the Ministry of Public Education. 50 percent of the teachers in Peru are of the second and third categories.

Preprimary

Teachers for preprimary schools must be qualified teachers prepared in a teacher training school, and must have specialized in preschool education which includes 1 additional year after the 3-year normal school program.

Preprimary school teachers are also prepared at the *Instituto Nacional de Especialización de Educación Infantil* (National Institute of Preschool Education), Lima, which offers a 1-year course beyond the normal school program for the title of *Profesor Especializado en Educación Pre-escolar* (Preschool Teacher).

Elementary

Prior to 1959, urban normal schools offered a 3-year program beyond completion of the first 3 years of secondary education to students between 15 and 21 years of age. Urban normal school graduates received the title of *Normalista Urbana* (Urban Elementary School Teacher).

The rural normal schools required for admission the completion of elementary education for students at least 12 years of age. Upon completion of a 3-year program students received the title of *Normalista Rural* (Rural Elementary School Teacher).

A decree issued in September 1959,¹³ provided for a 3-year program beyond full secondary education for both urban and rural elementary school teachers. However, because of the teacher shortage, lack of funds and school facilities, this decree has not been generally implemented and, therefore, the older programs are still followed.

Secondary

Trained teachers for the secondary schools are graduates of the National Pedagogical Institute, of the higher normal schools, or of a university faculty of education. These institutions offer 4- to 5-year programs, beyond secondary school, leading to the title of *Profesor de Educación Secundaria* (Teacher of Secondary Education). The preparation of teachers at the Faculty of Education of San Marcos University includes general education subjects which

¹³ Based on the 1957 Plan for the Reorganization of Normal Education.

are lacking in the programs offered in most of the teacher-training institutions in Peru.

The following higher normal schools and institutes offer various programs for the preparation of elementary and secondary teachers in Peru.

Escuela Normal Superior de Mujeres (Higher Normal School for Women), formerly the *Escuela Normal Central de Mujeres* (Central Normal School for Women), Monterrico, Lima, financed by the Government, is operated by the nuns of Monterrico, who founded it. The school provides a 3-year program for the title of *Profesora de Educación Primaria* (Elementary School Teacher) with specialization in education of abnormal children or kindergarten teaching; a 4-year program for the title of *Profesora de Educación Secundaria* (Secondary School Teacher) in various fields; and a 4-year program for the title of *Profesora Técnica* (Technical School Teacher) in family living education. Admission to these programs is based on secondary education.

Escuela Normal Superior de Urubamba (Urubamba Higher Normal School), Cuzco, was founded in 1959, with U.S. aid, to train teachers for rural areas and inservice and specialized personnel. It is coeducational and follows an experimental curriculum including an elementary school laboratory. The program is 3 years in length beyond secondary education.

Instituto Nacional de Educación Física (National Institute of Physical Education), Lima, established in 1932, offers a 4-year program beyond secondary education for the preparation of teachers of physical education for elementary and secondary schools. It also offers 2-year programs in physical therapeutics or sports. Graduates receive the title of *Profesor de Educación Física* (Teacher of Physical Education) at the elementary or secondary school level.

Escuela Normal Superior "Enrique Guzmán Valle" Paşa Varones (Enrique Guzmán Valle Higher Normal School for Men), La Cantuta, Chosica, also known as "La Cantuta" or "La Chosica" Normal School, [established in 1946 with the cooperation of the *Servicio Cooperativo Peruano Norte-Americano de Educación*, SECPANE (Peruvian-North American Cooperative Education Service)], functions under the Ministry of Education. It offers 4-year programs in various fields for the title of *Profesor de Educación Primaria* (Elementary School Teacher); *Profesor de Educación Secundaria Común* (General Secondary School Teachers); and *Profesor de Educación Secundaria Técnica* (Vocational-Secondary School Teacher), upon completion of secondary education.

The *Instituto Nacional de Perfeccionamiento* (National Institute for Inservice Training) established in 1957, offers special courses for teachers who have not completed secondary school education and for those teachers holding older certificates. It is expected that teachers while in service will complete their professional training through these courses. The *Instituto* also offers courses for general secondary, vocational, and normal school teachers in service, who have not taken teacher education subjects in their preparation.

Instituto Pedagógico Nacional (National Pedagogical Institute), Lima, founded in 1961, offers beyond secondary education a 3-year program for the title of *Profesor de Educación Primaria* (Elementary School Teacher) and a 4-year program for the title of *Profesor de Educación Secundaria* (Secondary School Teacher).

Vocational and Normal

Teachers for vocational schools are graduates from the higher normal schools or from other institutions of higher learning, with the title of *Profesor de Educación Secundaria Técnica* (Vocational Secondary School Teacher), in the chosen field, or are professional and experienced engineers or technicians in a special field.

Teachers for the normal or teacher-training schools are *Profesores de Segunda Enseñanza* (Secondary School Teachers) who are graduates from the National Pedagogical Institute, or from the higher normal schools.

Higher Education

University Law

In Peru, institutions of higher education are governed by a university law, passed on April 8, 1960, which supersedes all previous laws and provides the legal basis for all universities in the nation.

Under this law the autonomy of all universities is guaranteed, and private universities are recognized and made subject to the provisions of the law. This law was aimed at university reform in instruction and administration. Article 11 prohibits partisan

political activities in the university; makes class attendance legally compulsory for both students and professors; enables university graduates to apply for another program of study without taking entrance examinations thus allowing them to earn degrees in different faculties (schools); and permits students to remain in the university for two consecutive years without passing any final examinations. Under exceptional conditions, the student may register for a third year with the approval of two-thirds of the University Council.

The new law also distinguishes between *alumnos de matrícula ordinaria* (full-time students) and *alumnos de matrícula por cursos* (part-time students); and provides for at least 70 percent attendance at class in a course as a prerequisite to taking the final examination in that course.

Generally, universities in Peru consist of independent faculties, schools and institutes. Internal university organization is similar throughout Peru.

The university law states that each university is a corporation consisting of professors, students and graduates. It enumerates the governing bodies as the University Assembly, the University Council, the Faculty Council, and the Council of Economic Administration. Two-thirds of the membership of each are professors (including administrative officers), one-third are students, and there are two nonvoting alumni. The two main bodies are the *Asamblea Universitaria* (University Assembly) and the *Consejo Universitario* (University Council).

The principal function of the University Assembly is to elect the rector (president) and the vice rector, both of whom must be full professors with 10 or more years of service.

The University Council is the supreme governing body of the university. The rector and the vice rector are included among the university staff members of the Council. Each faculty or school, of the university is represented by members of its teaching and administrative staff and of its student body in the ratio indicated above. University staff members serve for 2 years and student members for 1 year. The University Council determines the overall policies and regulations of the institution generally, but each faculty enjoys a large measure of autonomy.

The rector, the executive head and legal representative of the university, must be at least 35 years of age with 10 years of experience as a full professor. He is elected for a period of 5 years and cannot be reelected. The rector presides over the University Council.

The inclusion of students in the various governing boards known as *co-gobierno* (cogovernment) or the participation of students in the government of university affairs is officially enforced under the new law. *Co-gobierno*, legally compulsory, has given the students a strong part in all university matters.

University students in Peru, as in most of the Latin American republics, are accustomed to exercising strong political influence in the universities, particularly those enrolled in the faculties of law, humanities or letters. The basis of university politics is the "professional student"¹⁴ who remains in the university indefinitely, maintaining affiliation through an occasional course, and building a career upon student leadership and subsidies from the national parties. The university thus lacks protection from political involvement and disruptive forces.

The only two organizations provided by the new university law which have no student representatives are the Inter-University Council comprised of the rectors of all the universities of the nation and the Research Institutes of the University of San Marcos.

By law, the Ministry of Education recommends the annual subsidy for higher education in the education section of the national budget. The largest part of the budget of each university comes from the government since income properties produce very little, privately donated funds are limited, and students' fees are extremely low. Since salaries are low, most of the universities operate on a part-time faculty staff. This is the practice in the majority of institutions of higher education in Peru.

In 1960, Peru had one private and seven public universities (table A, appendix), and several specialized schools, all recognized as institutions of higher learning. All public institutions of higher education are subsidized by the Government. From 1960 to 1962, approximately 16 new institutions of higher education were established in the nation (table B, appendix). Those devoted to the preparation of elementary and secondary school teachers have been mentioned in the section on teacher education.

Entrance Requirements, Fees, and Grading System

In general, applicants for admission to Peruvian universities are required to be at least 17 years of age, must present the official *Certificado de Estudios Secundarios* (Secondary School Certificate)

¹⁴ Benton, William. *The Voice of Latin America*. New York: Harper, 1961. -P. 124-27.

issued by the Ministry of Education and must successfully pass an entrance examination authorized by the respective faculty. Generally, students enroll in one faculty and follow a prescribed program with few electives.

For admission to certain academic or professional programs some universities require completion of a 1- or 2-year preparatory course, depending on the program chosen.

Generally speaking, as in most Latin American universities, Peruvian secondary graduates apply for admission to a professional program and upon admission begin work in the chosen field. University education is usually oriented toward preparation in a specific field.

The principal method of instruction is the lecture, and all classes are conducted in Spanish except for a few summer and special programs designed for foreign students. Although each institution drafts its own entrance examinations, programs of study and degree requirements are similar to those of the University of San Marcos.

Student fees vary with the faculty; a nominal fee of the approximate Peruvian equivalent of \$6 in State universities and of \$50 to \$60 in private universities is paid once a year. Scholarships are available for worthy and needy Peruvian students.

The university year begins in April and ends in December, with a short vacation in July. For examination purposes the school year is divided into two terms. Some of the new universities function on a semester-hour basis. The grading system, generally used in Peruvian universities, is from "1" to "20," with "11" as the passing grade.

Degrees and Titles

Only legally constituted universities are eligible to confer *grados académicos* (academic degrees) or *títulos* (titles or licenses). Under the law, the Catholic University of Peru is considered on the same level as a national university. Other private institutions must meet certain requirements set by the Ministry of Public Education. Foreign degrees are revalidated (granted official recognition) only by national universities.

Programs of study leading to academic and professional degrees may be taken simultaneously although they may not be of the same length in years. That is, in some instances the bachelor's degree may be granted after 2 years of preparatory study, and the professional degree, which follows, is given in 3 additional years. In

other instances, the bachelor's degree may be awarded after 4 years of study and the professional degree after 1 additional year. The two degrees may be granted simultaneously without additional study, or the academic degree may be granted upon completion of the full program and the professional title upon the approval of a thesis.

The bachelor's degree is always required to obtain the doctor's degree. However, in some programs the professional title is also a prerequisite to the doctor's degree, and in others the doctorate is granted simultaneously with the professional degree.

A list of the degrees and titles and the programs leading to them are given in table C (appendix).

According to the 1963 report published by the Institute of International Education,¹⁵ 335 Peruvian students were enrolled in U.S. colleges and universities during the academic year 1962-63, while 6 U.S. students were studying in Peru in the same year. There were 28 Peruvian faculty members in the United States and 28 U.S. faculty members in Peru in 1962-63. In 1960, 15 Peruvian students reportedly were enrolled in universities in Iron Curtain countries.

The National University of San Marcos

The *Universidad Nacional Mayor de San Marcos* (National University of San Marcos), commonly referred to as the University of San Marcos, was founded in 1551 by a royal order of Charles V of Spain and is regarded as the oldest institution of higher learning in the Americas. It was closed at the time of the establishment of the Republic in 1821, but was reopened in 1861, becoming an autonomous university in 1874. While the University of San Marcos is the largest university in Peru and offers the most extensive programs, it does not maintain a monopoly on higher education.

All 10 faculties of the University of San Marcos offer both academic and professional degrees, and in certain cases, *certificados de competencia* (certificates of competence). In addition to their professional programs, the Faculties of Letters and Sciences provide preparatory programs for the other eight faculties. That is, the Faculty of Letters provides 2-year prelegal and preletters programs, and a 1-year preeconomics program, and the Faculty of Sciences, a 2-year premedical program, and 1-year prepharmacy,

¹⁵ Institute of International Education. *Open Doors 1963*. P. 24, 33, 34.

pre dentistry, prechemistry, and preveterinary programs. The Faculty of Education requires a 2-year preeducation program in either the Faculty of Letters for preparation in humanities and social sciences, or in a combined program in the Faculty of Letters and Sciences for preparation in the natural sciences.

The University of San Marcos student enrollment for the school years 1957, 1960, and 1961, by schools, was as follows:¹⁶

	1957	1960	1961
Law	1,146	1,532	1,532
Medicine	1,204	1,835	1,840
Letters	1,859	1,751	1,751
Sciences	1,869	1,308	1,308
Economic and commercial sciences	1,278	2,900	3,000
Pharmacy and biochemistry	646	850	850
Dentistry	624	882	882
Education	527	1,238	1,238
Chemistry	124	225	225
Veterinary medicine	165	190	270
Institute of Human Relations	—	730	—
Total	10,442	13,441	12,896

The 1960 university policies limit the number of admissions to the Faculty of Medicine to 150 applicants per year.

The *Escuela de Estudios Especiales* (School of Special Studies) of the University of San Marcos was initiated in 1932 as the *Escuela de Verano* (Summer School). It was reorganized in 1942 and renamed the School of Special Studies. The school is responsible for matters concerning foreign students in the university. It offers a special summer session for foreign students and a *curso de revalidación* (revalidation course) for those wishing to enroll as graduate students in the regular faculties of letters or economic and commercial sciences of the university. Subjects are conducted in Spanish, but English resumés are distributed.

The school cooperates with Indiana University in offering a plan of studies which permits U.S. students to take their junior year at San Marcos. Information on these programs is issued by the Chairman of the Committee on the Junior Year in Peru, Department of Spanish and Portuguese, Indiana University, Bloomington, Ind.

Since 1951, San Marcos University City has been under construction outside Lima. In 1962, the Faculty of Letters, Science, and Education occupied new buildings there.

¹⁶ Rogers, Francis M. *The University of San Marcos in Lima, Peru*. P. 21.

Besides its academic endeavors, San Marcos University fosters artistic and cultural programs. It has a ballet, choir, museum of archaeology, orchestra, and theater. In addition to the main University library, most of the Faculties have their own specialized libraries.

Special University Programs

Universities in Peru are patterned rather closely after San Marcos, but some have been expanding and modernizing their programs and developing new facilities and new plans. The following universities depart in various ways from the traditional university pattern in Peru:¹⁷

Universidad de San Cristóbal de Huamanga—reopened in 1962 under the direction of Fernando Romero, a distinguished Peruvian educator, who initiated a program based on applied study and research. The university prohibited partisan politics and *co-gobierno*, required full-time attendance from professors and students, and made Quechua language a compulsory subject.

Students who are selected through entrance examinations must maintain a higher average grade, and cannot enroll for more than 16 semester hours of study. All students are required to take a 1-year basic general course given at the university for admission.

Extension work (community activities) is required from faculty members and students. The university conducts an evening program mostly devoted to domestic science for women and has a department to develop native arts. In 1963, Indians comprised most of the 400 students enrolled in the institution.

Universidad Agraria, (University of Agriculture) formerly known as the *Escuela Nacional de Agricultura* (National School of Agriculture) was established by an act of Congress on April 9, 1960, to prepare and train professionals in the field of agriculture. Veterinary medicine, a department of the university, was set up in 1941 as the *Escuela Nacional de Medicina Veterinaria*, and in 1960, it became the Faculty of Veterinary Medicine of the University of San Marcos.

The University of Agriculture is in a period of expansion with frequent changes in its organization. It has modernized its programs and more than a third of all the curriculums required for graduation consists of courses common to all faculties. It has

¹⁷ English translation of university names appear in table 5.

arrangements by which the various faculties make use of each other's courses when feasible to meet requirements and electives. These practices represent major changes from the usual Latin American concept that each faculty must recognize only its own courses. The university also enforces a quality requirement that is higher than merely passing. It was planned to begin construction of a new \$8.7 million physical plant in mid-1964, with U.S. Government assistance.

The university offers a 5-year program upon completion of which a bachelor's degree is granted. If a thesis is prepared, the professional degree of *Ingeniero Agrónomo* (Agricultural Engineer) is awarded. In 1962-63, the University Graduate School initiated a master's degree program.

Universidad Nacional de Ingeniería, formerly known as the *Escuela de Ingeniería* (School of Engineering), has a common first-year program for all students. Courses are defined in terms of semester hours and its quality requirements in terms of grade-averages are higher than passing. It carries on research studies and an active program of post-degree level in the field of city planning. Several Latin American countries send graduate engineers for this program.

National University of Engineering, like the University of Agriculture, is going through a period of expansion and diversification. Both universities emphasize integrated curriculums and quality instruction.

Universidad Nacional de San Agustín de Arequipa, the second largest university in Peru, suffered serious losses from the 1956 and 1958 earthquakes.

The university offers a 2-year *Studium Generale* (general study) preparatory program in the Faculty of Letters, which is also prerequisite for studies at the Faculties of Law and of Education.

In cooperation with the Smithsonian Institution of the United States and the Carnegie Institute, a satellite tracking station and a geophysical institute were installed in 1960 at the university for international studies and research in geomagnetism, meteorology, and seismology. The university also maintains an Institute of Cultural Extension to encourage the appreciation and development of Peruvian culture.

Universidad Nacional de Trujillo, the third largest university in Peru, has a strong students' organization, which participates in strikes, labor disputes, and other political, social, and cultural activities.

The Faculties of Sciences, of Letters, and of Education offer the preparatory courses which are required for admission to some faculties of the university.

Private Universities

Prior to 1961, the Pontifical Catholic University of Peru was the only private institution of higher education in Peru. Since 1961, five new private universities have been established, most of which are in the process of reorganization and expansion.

Pontificia Universidad Católica del Perú, in addition to the regular programs, provides programs for the preparation of elementary and secondary school teachers. In 1963, a new Faculty of General Studies offering 2-year general studies program was initiated. The university gives no instruction in science except some courses in the Faculty of Engineering.

There are several active students' organizations in the university, but, in contrast to other institutions of higher education in Peru, students are not represented in the University Council.

The university is operated almost entirely on part-time faculty staff. Students' fees are higher than those in other national universities in Peru, and in dollar equivalent range from \$28 in the School of Journalism to \$192 in the Faculty of Agriculture.

The Riva-Agüero Institute, founded as part of the University in 1947 as a School of Higher Studies, does not confer degrees or titles. Dr. Victor Andrés Belaunde, president of the Peruvian Delegation to the United Nations and former president of the U.N. General Assembly, is the director of the institute.

In collaboration with Loyola University of Chicago, Ill., Catholic University initiated in 1961, an *Escuela Internacional de Temporada* (International Summer Study Program). Information on this program may be obtained from the Escuela Internacional de Temporada, Universidad Católica del Perú, Apartado 1761, Lima, Perú.

Universidad de Ciencias Médicas y Biológicas, formerly the Faculty of Medicine of the University of San Marcos, became a private university in 1961. Insofar as structure is concerned, it has established Faculties of Humanities and of Medicine, and an Institute of Graduate Studies, where courses in various specializations will be offered. The premedical program is given in the Faculty of Humanities.

Universidad de Lima, established in 1962, comprises three faculties and five schools, and offers programs in arts and sciences, social and economic sciences, administration, labor, and public relations. According to its 1963 plans, "the university will be staffed with full-time professors and will offer degrees comparable to those of U.S. colleges and universities." Prof. Raymond C. Gibson from Indiana University has been contracted as an advisor in the administration and organization of the university.

Universidad del Pacífico, opened in 1962, was organized through the efforts of a group of Catholic business men in Lima. It is operated and staffed by faculty members from Loyola University in Chicago. Although it started as a school of business administration, Peruvian university law forbids the establishment of business schools at the higher education level. The university of the Pacific, therefore, is expanding to include other programs to meet legal requirements.

Universidad Particular "San Martín de Porres", another Catholic institution founded in 1962, is an expansion of the former *Instituto Dominicano de Ciencias Sociales* (Dominican Institute of Social Sciences). It comprises a Faculty of Education and a Faculty of Letters, including seven institutes.

Universidad Santa María, established in 1961 by Marianist Fathers from St. Louis, Mo., is the first attempt at a U.S. type of a 4-year liberal arts college in Peru. Programs in the Faculties of Education and Letters lead to the bachelor of arts degree.

Technical Universities

In addition to the above universities, three technical public universities recently created in Peru provide training for technicians, engineers in industry, and for students as teachers in secondary-level technical and vocational institutions. These institutions are still in the process of reorganization and expansion and some of the programs have not been completely defined.

Among these universities, the *Universidad Nacional Técnica del Altiplano*, which opened in 1962 with 87 students, initiated in 1963 a general college program similar to a U.S. community college offering 2-year terminal programs in agriculture and engineering. It has an experimental farm devoted to the improvement of the alpaca, vicuna, and llama. Programs in applied studies are intended for the Indians in the region.

Universidad Técnica de Piura, created in 1961, began to function in 1962. So far, it has organized the School of Agriculture, the School of Economics, and the Institute of Mechanics. Other institutes in the planning stages, which will admit elementary school graduates, will train technicians at the secondary school level. *Universidad Técnica de Cajamarca*, opened in 1962 with a Faculty of General Studies, six schools and seven institutes. The University has established a *Centro de Capacitación de Obreros* (Workers' Training Center).

Special Schools

The following schools offer programs in various fields, some of which are at the higher education level:

The *Conservatorio Nacional de Música* (National Conservatory of Music), Lima, prepares teachers of music for the elementary and secondary schools of the nation. It also prepares professional musicians in its specialized music section.

Escuela de Cicerones (School for Tourist-Guides), Lima, founded in 1940, functions as a part of the Peruvian-North American Cultural Institute and provides short courses for secondary school graduates for a certificate of *cicerón* (guide).

Escuelas de enfermería (schools of nursing) of which there are eight in Peru, admit students with 9 to 10 years of elementary-secondary schooling to a 3-year program leading to the title of *enfermera* (nurse). A certificate of *enfermera auxiliar* (nurse aide) is granted to elementary school graduates after 1-year training.

Escuela de Servicio Social del Perú (School of Social Service of Peru), Lima, founded in 1937 under the Minister of Public Health and Social Welfare, offers a 4-year program (formerly 3 years) upon completion of full secondary education, for the title of *asistente social* (social worker). A similar school was founded in Puno in 1960.

Escuela Nacional de Bellas Artes del Perú (National School of Fine Arts of Peru), Lima, founded in 1919, admits elementary school graduates for programs in the Department of Fine Arts and secondary school graduates for programs in the Teacher Training Department for a certificate leading to the title of *Profesor Normalista de Bellas Artes* (Elementary Teacher of Fine Arts).

Escuela Nacional de Bibliotecarios (National School for Librarians), Lima, founded in 1943, offers a 2-year program, beyond sec-

ondary education for the title of *bibliotecario* (librarian). The program emphasizes technical training.

The Peruvian *Escuela Naval* (Naval School), *Escuela Militar* (Military School), Lima, and *Escuela Aeronáutica* (Aeronautics School) Callao, each offer 4-year programs beyond secondary school in the corresponding fields, and also offer programs at the secondary school level.

Instituto Politécnico Nacional (National Polytechnic Institute) offers 2-year programs for the title of *Técnico Especializado* (Specialized Technician) in such fields as diesel motors, generators, vapor motors, electrical and vapor tension, refrigeration and air conditioning, graphic arts, and electronics. The programs, terminal in nature, parallel the upper secondary school program.

Instituto Psicopedagógico Nacional (National Psychopedagogical Institute), Lima, was founded in 1941 to carry on studies and research on Peruvian education, and to offer special programs to secondary school teachers. It operates through 5 different bureaus, including a publication section. Applicants must hold the title of *Profesor* or *Doctor* in secondary education.

Instituto Superior de Educación Familiar (Higher Institute of Family Living), Lima, founded in 1939, offers a 4-year program beyond secondary vocational education for the title of *Profesora de Educación Familiar* (Teacher of Family Living) for teachers in elementary or vocational schools. Teachers may specialize in domestic sciences, needlework, sewing, or cooking.

Illiteracy and Adult Education Programs

According to preliminary figures from the 1961 census, the proportion of illiterates in Peru is 53 percent of the population 14 years of age and over. However, this figure increases as high as 73 percent in the *Sierra*, where the largest concentration of the Indian population is found, and decreases to as low as 29 percent in areas where the white and mestizo population live.

The illiteracy program in Peru results not so much from racial but from linguistic factors. Most of the illiterate population are non-Spanish-speaking Indians who speak either Quechua, Aymará or some other Indian dialect. The problem here is first to make the Indians literate in their own language and then possibly in Spanish.

As early as 1943, Peru has been emphasizing the importance of the problem of illiteracy in the Americas, particularly among the Indian

population. In 1944, the President of the Republic decreed the first campaign against illiteracy in Peru, *Campaña Nacional del Alfabetización* (National Campaign Against Illiteracy). The campaign was designed against illiterate adolescents and adults 16 to 40 years of age. The *Informativo Peruano* (Peruvian Report) was published for teachers and the *Libro Peruano de Lectura* (Peruvian Reader) was published for students who have learned to read.

In the same year the *Brigadas de Culturización* (Culturization Brigades) were formed in the regions where Indians were concentrated. The brigades complemented the activities of the literacy campaign. All the activities of the brigades were carried out in two languages, Aymara and Quechua.

Despite the various campaigns to eradicate illiteracy in Peru, which according to the 1940 census was 58.6 percent of the population 15 years and over,¹⁸ in 1961 it was still 53 percent. Perhaps the greatest weakness of these campaigns has been the fact that they lacked continuity and financial resources for a well-planned continuous effort.

In 1956, a *Plan Nacional de Alfabetización y Educación de Adolescentes y Adultos* (National Plan of Literacy and Education for Adolescents and Adults) was initiated, and in 1959 a decree created the *Comisión Nacional de Alfabetización* (National Commission of Literacy) under the *Dirección de Educación Fundamental y del Adulto* (Department of Fundamental and Adult Education) in the Ministry of Public Education to coordinate and organize the activities of the literacy campaign.

Again, in 1962, the *Junta Militar* (Military Junta) declared 1963 *El Año de Alfabetización* (The Year of Literacy Training) and inaugurated under the *Dirección de Educación Rural y Analfabetismo* (Department of Rural Education and Illiteracy) the present literacy campaign using radio and television broadcasts. Teachers, students, and civil guard units comprise the brigades to carry on this campaign.

Discharged servicemen, trained as instructors, returned to their villages to instruct civilians. All recruits are trained to read and write and the Peruvian Army provides books, pencils, and paper.

The following literacy and adult education centers are operating in various parts of the Republic:

Centros de Educación Fundamental (Fundamental Education Centers) are boarding schools offering elementary schooling similar in organization to the *núcleos escolares* described under elementary education.

¹⁸ UNESCO. *World Illiteracy at Midcentury*. 1957. P. 70.

Escuelas Bilingües (Bilingual Schools) located in the *selva* were organized in 1951 with the collaboration of the Summer Institute of Linguistics of the University of Oklahoma. The institute has made studies of the aboriginal languages and prepared records and textbooks of these languages.

Centros y Talleres Artesanales (Centers and Artisans Shops) to preserve and stimulate Peruvian crafts and to train Indians in the native arts.

Planes de Colonización y Programas de la Población Aborigen (Colonization Plans and Programs for the Indigenous Population) were designed to train the Indians in modern methods of farming and production, small industries, sanitation, social welfare, and other fields. This program is under the *Comisión Nacional de Integración de la Población Aborigen* (National Commission for the Integration of the Indigenous Population) created in 1959 with the cooperation of the Ministries of Labor and Indian Affairs, Development and Public Works, Public Education, Public Health and Social Welfare, War, and Agriculture.

A radio program, *Por un Perú Mejor* (For a Better Perú), was inaugurated in 1962 to arouse the interest of the community and especially of the illiterates. *Cartillas* (Primers) were printed and distributed throughout the Nation. A leaflet *Aprende* (Learn) is published weekly for those who have learned to read and write. A series of short training courses in adult education were given to 6,000 teachers and university students who volunteered assistance for the literacy program. Public and private institutions and organizations are also participating in the literacy campaign.

In 1959, the University of San Cristobal de Huamanga began to offer courses for employees, teachers, and craftsmen on an experimental basis. In 1960, the university established the Institute of Adult Education, offering evening and night courses for adults, and a program of educational films, conferences, discussions and library services. In 1959, 50 adults were enrolled in the various activities, and by 1960 the number increased to 330 of which 166 were women. In addition, the university has carried out certain community development programs among the Indians in the rural area of Inkaraqay with the cooperation of the Ministries of Agriculture and Education. The program includes workshops in carpentry, mechanics, ironwork, forestation, animal breeding, and rural construction, as well as health, literacy, and artistic activities.

The Maryknoll Fathers, a U.S. order of priests, inaugurated in 1962 in the Department of Puno a radio school center for Indians

of the southern *Sierra*. Classes are conducted in the language of the Indians. A total of 800 adult Indians were attending these classes in 1962.

Mining, agricultural and industrial enterprises are required by law to maintain adult education classes for illiterate employees between 16 and 40 years of age. These classes are supervised by the Director of Adult Education.

A Government report states that in 1962 there were 357 evening schools for adults with a total of 41,497 students and 1,293 teachers, offering courses in basic education, vocational education, and literacy training. The same report indicates that for the period 1957-61, a total of 464,557 adults had been taught to read and write.

Part III. EDUCATIONAL OUTLOOK

Problems, Trends, and Developments

ACCORDING TO THE REPORT on the development of education presented by the Peruvian Minister of Public Education at the 1963 Conference of Ministers of Education in Bogotá, Peruvian education is primarily suffering from the lack of a well-defined educational policy directed toward the economic and social development of the Nation. The educational problems are further complicated by an underdeveloped economy, inadequate transportation and lack of communication facilities; the high rate of illiteracy, and the lack of integration of the indigenous population into the national life; the shortage of teachers and their inadequate preparation; the excessive centralization of the administration and direction of education; and the lack of financial resources to implement a program for the improvement and development of education.

However, in his inaugural address to the nation in 1963, President Fernando Belaúnde Terry, who previously was Dean of the Faculty of Architecture at the National Engineering University, stated that Peru "will move ahead with a program of social reforms and the distribution of wealth in the Republic."

The Peruvian Government is moving forward to mobilize Peruvian communities with a program of self-help in the construction of roads, schools, small irrigation systems, wells, school buildings, and similar community activities. This community effort will make a significant contribution to the integration of the Indian population into the nation's economic life.

Student and Teacher Increase

As indicated in table 4, enrollments at all levels of education are growing rapidly in Peru. According to the 1963 Ministry of

Education report, the increase is not due primarily to population increase but to the desire on the part of parents and students for more education.

More students are reportedly enrolled in academic secondary schools than in vocational or technical schools. This is largely due to the lack of good vocational schools and offerings, and to the indifference of students toward vocational or industrial training. The Ministry's report indicates as the major problem the fact that vocational schools are not providing a basic education for students to continue studies at institutions of higher learning, nor are they giving the students adequate training in order to qualify for jobs in industry. For these reasons, at the present time, vocational education graduates encounter difficulty when applying for admission to universities, and when seeking employment.¹⁹

Another major problem facing Peruvian educators is the high rate of school dropouts. According to a study²⁰ on school desertion, based on the 1957 inventory of educational conditions in Peru, of the total number of students who entered elementary school in 1945 only 15.1 percent reached grade 5 and only 5.6 percent entered the fifth year or last year of the secondary school. The greatest rate of dropouts was in the transition between the first and second grades (45.57 percent) and between the second and third grades (31.72 percent) of elementary school, and occurred among girls at the elementary school age.

It may be noted that enrollments have also increased in teacher education, when one compares the enrollment figure of 1,538 for 1956 with the figure for 1960, which is almost 4,000.

Although the number of elementary teachers in Peru has been increasing at the rate of 9 percent annually, there is still a shortage of trained teachers for the elementary schools. However, the greatest shortage occurs in the secondary schools where engineers, lawyers, pharmacists, and physicians have been teaching on a part-time basis to help solve the problem at this level.

The number of teachers by educational level from 1956 to 1960 is shown in table 5. In 1963, a Government report estimated the total number of public school teachers at 60,000, of which approximately 45,000 were elementary, 7,000 academic secondary, 4,000 vocational, and between 2,000 and 3,000 physical education teachers.

¹⁹ Ministerio de Educación Pública. *Informe Sobre el Desarrollo de la Educación en el Perú Durante el Año 1962*. P. 66.

²⁰ Angeles, Capriano. "La Desertión Escolar y sus Causas Según el Inventario de la Realidad Educativa del Perú." P. 7-31.

Table 4.—Number of schools and students, by educational level and type of school: 1956-60

Level	Number of schools					Number of students				
	1956	1957	1958	1959	1960	1956	1957	1958	1959	1960
Total.....	13,268	13,560	14,315	14,864	15,403	1,326,577	1,372,602	1,467,176	1,603,064	1,681,289
Elementary:										
Subtotal.....	12,735	12,944	13,624	14,102	14,590	1,204,701	1,233,937	1,308,305	1,391,952	1,479,100
Public.....	11,214	11,422	11,790	12,231	12,700	1,038,322	1,065,990	1,110,742	1,184,107	1,260,400
Private.....	909	901	1,169	1,215	1,287	110,078	107,788	134,439	140,308	148,700
State supervised.....	612	621	656	656	603	56,391	60,159	63,124	67,537	70,000
Academic secondary:										
Subtotal.....	362	425	441	486	524	98,032	111,191	122,221	141,062	158,900
Public.....	128	152	173	198	222	59,331	65,922	75,805	90,553	103,778
Private.....	234	273	265	288	302	38,701	45,269	46,326	50,509	55,122
Vocational secondary:										
Subtotal.....	150	166	221	248	251	22,216	25,460	34,410	37,249	39,359
Public.....	118	129	147	169	177	19,437	22,302	27,819	31,009	33,878
Private.....	32	37	74	74	74	2,779	3,158	6,591	5,640	5,481
Teacher education:										
Subtotal.....	21	25	29	33	38	1,538	2,014	2,240	3,281	3,940
Public.....	16	19	24	28	32	1,120	1,575	1,787	2,777	3,338
Private.....	5	6	5	5	6	418	439	453	504	602

Source of data: Ministerio de Educación Pública. *La Educación Actual Peruana*. Documents submitted by the Government of Peru to the Conference on Education and Economic and Social Development of Latin America, held in Santiago, Chile, March 8-19, 1962. Lima: The Ministry, 1962.

Table 5.—Number of teachers by educational level and types of schools: 1956-60

Level	1956	1957	1958	1959	1960 ¹
Total.....	41,478	42,695	47,503	51,733	59,000
Elementary:					
Subtotal.....	31,679	32,117	35,258	38,360	41,900
Public.....	26,670	27,112	29,155	32,031	35,200
Private.....	3,823	3,753	4,731	4,901	5,200
State supervised.....	1,180	1,252	1,372	1,437	1,500
Academic secondary:					
Subtotal.....	6,706	7,007	8,304	8,062	11,300
Public.....	3,220	3,562	4,325	4,270	6,500
Private.....	3,486	3,445	3,982	4,302	4,800
Vocational secondary:					
Subtotal.....	2,018	3,353	3,806	4,382	5,300
Public.....	2,365	2,881	3,160	3,408	4,200
Private.....	553	472	646	974	1,100
Teacher education:					
Subtotal.....	175	218	222	320	500
Public.....	140	170	189	250	373
Private.....	35	48	33	61	127

¹ Estimated.

Source of data: Ministerio de Educación Pública. *La Educación Actual Peruana*. Documents submitted by the Government of Peru to the Conference on Education and Economic and Social Development of Latin America, held in Santiago, Chile, March 5-19, 1962. Lima: The Ministry, 1962.

Reorganization of School System

In September 1962, the Military Junta ordered the decentralization of Peruvian education, and in January 1963, the reorganization and decentralization of the functions of the Ministry of Public Education was initiated. Six regional offices located in Chiclayo (north), Huancayo (center), Lima (coast), Arequipa and Cuzco (south), and Iquitos (east), have charge of supervisory and administrative matters such as records, application, testing, teacher placement and similar matters. Under the plan, each regional office is headed by a director, under the supervision and direction of the Director-General in the Ministry. The Office of Educational Planning, established in 1958 under the Ministry of Education, coordinates the planning of education with the six regional centers throughout the nation.

In 1963 under a 2-year contract, 11 advisers from Columbia University Teachers College, operating under a grant from the U.S. Agency for International Development, were assigned to work in cooperation with the Peruvian Ministry of Education in planning

and organizing the national education system. Other plans include the establishment of an educational TV channel, an increase in scholarship awards for Peruvians specializing in education, the preparation and printing of modern textbooks, the improvement of technical and vocational education, and the establishment of specialized polytechnic institutions.

Beginning with the 1964 school year, which started in April, students registered under a new law granting free education. The law provides government financing from elementary school through postgraduate university education. Free education would be denied to those students who miss more than 25 percent of their classes, fail to make satisfactory grades, or who are suspended from classes.

Secondary and Teacher Education

In Peru, as in the United States, England and France, there is apparent dissatisfaction with secondary education. Institutions of higher education, as indicated by the Rector²¹ of the University of San Marcos, have found that the preparation of secondary school students is inadequate due to excessive memory work, lack of libraries and well-equipped laboratories, poor teaching methods, and lack of correlation between the secondary school and the university.

According to the Rector's report, in 1958 only 23.8 percent of the 1,457 applicants passed entrance examinations to the Faculty of Letters at San Marcos University, 18 percent of the 2,923 in sciences, and 30 percent of the 1,227 in economics and commercial sciences. In 1962, less than 50 percent of the applicants gained admission to university study.

In view of this situation, the University of San Marcos was planning in 1963 to group the several preparatory programs offered under the faculties of letters and sciences into a new faculty of general studies. The university is also considering a plan to offer free admission to freshmen and sophomore students in 1965. The plan will be applied progressively to cover all students at San Marcos.

The University of Agriculture has established a preparatory department for secondary school graduates who will enroll for an extra year of secondary study before beginning university study. Catholic University is also in the process of organizing a faculty of general study.

The University of Huamanga introduced in 1963 a first-year basic course for all students seeking admission to the university. De-

²¹ Sánchez, Alberto Luis. *La Universidad no es una Isla*. 1961.

pending on the individual aptitudes, students may delay a whole second year before completing the basic course, which is preparatory to all programs in the university.

Steps are being taken by the Ministry of Public Education in the expansion and redirection of secondary education, with special emphasis on vocational and technical education to prepare students for an industrial and technical society.

The Ministry of Public Education reported in 1963 that three military schools with a capacity for 800 students each were under construction; two *grandes unidades* to accommodate 2,000 students were completed; and a polytechnic institute with a capacity for 3,000 students was almost completed.

The Peruvian Army is now operating industrial vocational training schools in Lima, Cuzco, and Arequipa. Similar schools are planned for Iquitos and Piura. Conscripts receive training during the last 3 months of their 2-year enlistments in such fields as carpentry, plumbing, welding. To date, 2,139 soldiers have graduated from schools. The Army also hopes to open five agricultural training schools at the same locations as their industrial training schools. A heavy equipment operations and maintenance school is also planned.

With regard to teacher education, in 1961 the Ministry of Public Education initiated a 10-year campaign to eliminate the present teacher shortage by renewed emphasis on the preparation and qualification of school teachers through better salaries and improvement courses. In the same year, new *Centros de Capacitación y Perfeccionamiento* (In-Service Training and Improvement Centers) were established and three *Centros de Especialización* (Specialization Centers) attached to the regular normal schools were opened. By the end of 1962, 2,470 teachers were taking such courses.

In 1963, the Ministry reported that three regional normal schools were planned for the southern (Arequipa), central (Huancayo), and eastern (Iquitos) regions. In the northern region (Piura), a normal school has been established for 750 students.

In addition, the Office of Educational Planning had under study in 1963 a 10-year plan to eliminate the present teacher shortage. Under this plan 27,000 teachers for the elementary schools of the nation are to be trained. A teacher-training section is to be established in the *colegios*, comprising a 3-year normal school program for students who have completed the first cycle of the regular secondary school program. This plan is designed to expedite the training of additional teachers for the elementary schools.

Peruvian universities are further faced with such problems as part-time students and part-time professors, poor physical facilities and maintenance, student participation in the political arena, lack of financial resources, and the enforcement of the 1960 New University Law. It may be noted, as a result of the enforcement of *co-gobierno* under the 1960 law that the Faculty of Medicine of the University of San Marcos resigned in a body and set up a new, privately supported independent medical school in Lima, known as the *Escuela de Medicina "Gayetano Heredia"* (Gayetano Heredia Medical School). This institution, renamed in 1961 as the *Universidad Peruana de Ciencias Médicas y Biológicas* (Peruvian University of Medical and Biological Sciences), is headed by the former director of the School of Medicine of San Marcos, thus depriving the university of its qualified staff in the field.

With regard to faculty staffing, it is estimated that only 20 percent of the instructional staff in Peruvian universities is on a full-time basis. However, a gradual transition from part-time to full-time professors is taking place in various universities. Today, the medical schools of the Universities of Arequipa and of Trujillo are almost entirely staffed with full-time professors.

Improvement and expansion in the area of higher education is also indicated in the growing diversity of offerings within the university faculties and institutes, and in the establishment of new universities, which is increasing opportunities for higher education in the provinces. The recent trend in the establishment of new universities also suggests a desire toward the decentralization of higher education in Peru, making it more accessible to more students.

International Cooperative Assistance

Assistance to the development of Peruvian education has been given by the U.S. Government since the early days of the Republic. American educators, at the invitation of the Ministry of Education, have gone at various times to Peru as advisers in the modernization of primary and normal education.

In more recent years, the U.S. Government, through various universities and private organizations, is contributing to the national economic, social, and educational development of Peru.

In 1954, the University of North Carolina assisted the National School of Engineering to further Peruvian textile education and to help Peru achieve an annual increase in agricultural production.

In 1955, the University of New Hampshire began a cooperative program to strengthen and modernize instruction in the Department of Chemistry of the University of San Marcos. A complete new laboratory was installed and three faculty members have received training in the United States.

Although some fundamental skills, such as accounting, office organization and management, sales and advertising, were taught at the Institute of Human Relations (now the School of Business Administration) of the University of San Marcos, no formal university training or any systematic research in the field of public administration was offered in Peru prior to 1959. In that year, as a first step in the establishment of a graduate school of business administration, Stanford University, in cooperation with the Peruvian Management Association, conducted a seminar on the concepts and principles of management.

In April 1964, the *Escuela de Administración para Graduados* (School of Business Administration for Graduate Students) at the University of San Marcos officially opened. It is now instructing its first class. The faculty is drawn entirely from the Stanford Graduate School of Business. Peruvian instructors will be trained and control of the school turned over to Peru in a 5-year period. The school is a separate entity, but will not grant degrees. Graduates will receive their degrees from the university in which they performed their undergraduate work. The major universities in Peru have already subscribed to this system.

In 1960, the North Carolina State College of Agriculture and Engineering assisted the National Engineering University in the establishment of a department of textile engineering to train textile engineers for the Peruvian textile industry.

In 1963, the University of Agriculture received a grant from the Ford Foundation to be used for research and teaching programs in agricultural economics and rural sociology. Visiting professors from North Carolina State College will coordinate the program and help organize the departments of instruction, research, and extension programs. Students will be selected for advanced training in the United States.

The U.S. Department of Agriculture and the National Institutes of Health, and the Rockefeller and Kellogg Foundations have provided substantial donations to Peruvian universities for research purpose. A most promising research program is being carried out by the new Faculty of Veterinary Medicine of San Marcos University and the Tropical Altitude Veterinary Research Institute,

supported by the United States and the United Nations Special Fund.

Educational Centers and Services

Cosponsored by the Government of Peru and by various United States and international organizations, the following centers and services help in the development of education in Perú:

Comité Norteamericano de Perú (North American-Peruvian Committee), organized in 1961 by a group of the U.S. business community in Lima, grants scholarships for labor leaders and assists in U.S. Information Service (USIS) projects.

Instituto Cultural Peruano Norteamericano (Peruvian-North American Cultural Institute) in Lima and its counterparts in other cities in Peru offer noncredit courses as well as intensive courses in English and Spanish for Peruvians and American students and adults. It provides a 12-week course for Peruvian teachers of English upon completion of which the Ministry of Public Education grants the candidate a diploma and certifies him as a qualified teacher in English. In addition, the institute offers cultural and recreational activities, including library services.

Instituto de Acción Social (Institute of Social Action) was organized in 1961 by a group of business men in Lima to carry out social development projects, including TV literacy campaigns and the establishment of "teleschools" in Lima. It is also helping in the development of one of Lima's large slum areas, San Cosme.

Instituto Interamericano de Planeamiento Urbano y Rural (Inter-american Institute of Urban and Rural Planning), formerly *Instituto de Planeamiento de Lima de la Universidad Nacional de Ingeniería* (Lima Institute of Planning of the National University of Engineering) founded in 1960, started functioning in 1962 under the joint sponsorship of the Organization of American States and the Government of Peru to train students and technicians in the field of urban and regional planning. Applicants for admission must be holders of the title of architect, civil, agricultural or sanitary engineer; doctor of economics or law; or have a degree in a field related with planning. Foreign students are admitted on the same basis as Peruvian students.

Instituto Peruano de Fomento Educativo (Peruvian Institute of Educational Development) was founded in 1961 to provide opportunities for foreign study to Peruvian students, promising tech-

nicians, and administrators. It is directed by a board of Peruvian professional men and financed by foreign mining corporations in Peru.

Instituto Peruano de Reforma Agraria y Colonización (Peruvian Institute of Agrarian Reform and Colonization), created in 1960 to cooperate with other Government agencies in the planning and supervision of the Peruvian agrarian reform. The institute, in cooperation with the University of Iowa and Iowa State University of Science and Technology, was planning in 1963 a nationwide program of agrarian reform, especially for southern Peru. The projects call for technical and financial assistance to the program of agrarian reform and development. The two universities will provide technicians to serve as advisers and consultants in such fields as agricultural economics, agricultural credit.

Servicio Cooperativo Peruano-Norteamericano de Educación—SECPANE (Peruvian-North American Cooperative Education Service), organized in 1944, was designed for the improvement of elementary, vocational and teacher education in the urban and rural areas through the establishment of schools and demonstration centers, and the implementation of techniques and organizational methods. SECPANE's responsibilities were absorbed by the Ministry of Education in 1962, and all U.S. assistance to civilian education (other than universities) goes to the Ministry.

The *Escuela Normal Superior de Chosica* and the *Escuela Normal Superior Mixta Urubamba* (discussed under the teacher education section) were built under the *Servicio*.

Servicio Nacional de Aprendizaje y Trabajo Industrial—SENATI (National Service of Apprenticeship and Industrial Training) was initiated in 1962 to provide training for Peruvian youth and young adults for trades and industry. Literacy programs are also included. The service is supported by a 1-percent tax on the total monthly payrolls of combined Peruvian industries. As the industries grow in size and scope, the amount of money derived from the tax will increase, thus expanding the program.

Glossary

<i>Spanish</i>	<i>English</i>
<i>Asistente social</i> -----	Social worker
<i>Auxiliar</i> -----	Aide, assistant
-- <i>enfermero</i> -----	Nurse aide
<i>Bachillerato</i> -----	In Peru, The bachelor's degree represents (2 to 5 years of university study)
<i>Bibliotecario</i> -----	Librarian
<i>Certificado</i> -----	Certificate
-- <i>de competencia</i> -----	Certificate of competence
-- <i>de educación secundaria</i> -----	Secondary school certificate
-- <i>de primera categoría</i> -----	First class teaching certificate
-- <i>de segunda categoría</i> -----	Second class teaching certificate
<i>Ciclo</i> -----	Cycle
-- <i>común</i> -----	Basic cycle
-- <i>de especialización</i> -----	Specialization cycle
<i>Clases de transición</i> -----	Transition classes
<i>Co-gobierno</i> -----	Co-government or the participation of students in university affairs
<i>Colegio</i> -----	Secondary School
-- <i>de educandas</i> -----	Secondary school for girls
<i>Consejo</i> -----	Council
-- <i>universitario</i> -----	University Council
<i>Educación</i> -----	Education
-- <i>de adultos</i> -----	Adult education
-- <i>Familiar</i> -----	Family living
-- <i>normal</i> -----	Teacher-training
<i>Escuela</i> -----	School, schoolhouse
-- <i>de cicerones</i> -----	School for tourist guides
-- <i>de primer grado</i> -----	"First Grade" or incomplete elementary school
-- <i>de segundo grado</i> -----	"Second Grade" or complete elementary school
-- <i>fiscalizada</i> -----	State supervised school
-- <i>tipo mínimo</i> -----	One-teacher school
-- <i>nocturna</i> -----	Evening school
-- <i>particular</i> -----	Private
-- <i>primaria completa</i> -----	Complete primary school
-- <i>primaria incompleta</i> -----	Incomplete primary school
-- <i>seccional</i> -----	Sectional school ¹
-- <i>unidocente</i> -----	One-teacher school
-- <i>vespertina</i> -----	Evening school

¹ Pertaining to the núcleos.

<i>Spanish</i>	<i>English</i>
<i>Grado</i> -----	Grade, year or class; degree
<i>Grandes unidades escolares</i> -----	Large school centers
<i>Investigación</i> -----	Research
<i>Maestro</i> -----	Teacher ²
— <i>intitulado</i> -----	Unlicensed teacher
— <i>normal</i> -----	Elementary or normal school teacher
<i>Malo</i> -----	Poor [on a school examination]
<i>Normalista</i> -----	Normal school teacher
<i>Núcleos escolares</i> -----	Community center schools
<i>Patronatos escolares</i> -----	School patronage ³
<i>Pedagogía</i> -----	Pedagogy, education
<i>Pre-escolar</i> -----	Preschool
<i>Profesor</i> -----	Teacher ⁴
<i>Rector</i> -----	University president
<i>Reprobado</i> -----	Failure [on a school examination]
<i>Revalidación</i> -----	Revalidation or the granting of official recognition
<i>Servicio social</i> -----	Social service
<i>Sobresaliente</i> -----	Excellent [on a school examination]
<i>Técnico</i> -----	Technician
— <i>agropecuario</i> -----	Agricultural technician
— <i>en comercio</i> -----	Business technician
— <i>de minas</i> -----	Mining technician
— <i>industrial</i> -----	Industrial technician
<i>Título</i> -----	Title; license

² Generally a teacher in an elementary school.

³ Similar to U.S. parent-teacher's associations.

⁴ Generally a secondary school teacher.

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APPENDIX TABLES

Table A.—Selected data on the principal universities of Peru: 1960

University	Location	Date founded	Control	Enrollment ¹
Pontificia Universidad Católica de Perú (Pontifical Catholic University of Peru).	Lima.....	² 1917	Private...	4,000
Universidad Agraria ³ (University of Agriculture).	La Molina..	1902	State.....	800
Universidad Nacional de Ingeniería ⁴ (National University of Engineering).	Lima.....	1866	...do....	4,000
Universidad Nacional de San Agustín de Arequipa. (National University of San Agustín of Arequipa).	Arequipa...	⁵ 1825	...do....	3,000
Universidad Nacional de San Antonio Abad del Cuzco. (National University of San Antonio Abad of Cuzco).	Cuzco.....	⁶ 1508	3,000
Universidad Nacional de San Cristóbal de Huamanga. ⁷ (National University of San Cristóbal of Huamanga).	Ayacucho...	⁶ 1677	State.....	400
Universidad Nacional de Trujillo (National University of Trujillo).	Trujillo....	1824	...do....	6,000
Universidad Nacional Mayor de San Marcos. (National University of San Marcos).	Lima.....	1551	...do....	14,000

¹ Estimated.

² Acquired university status in 1940.

³ Formerly *Escuela de Agricultura* (School of Agriculture); acquired university status in 1960.

⁴ Formerly *Escuela de Ingenieros* (School of Engineers); acquired university status in 1955.

⁵ Became a university in 1828.

⁶ Officially inaugurated in 1696.

⁷ Also known as the Regional University of Ayacucho; functioned from 1704-1866; reopened in 1950.

Table B.—Peruvian universities recently founded or in the process of organization: 1960–63

University	Location	Year founded
Universidad Agraria de la Selva (Agrarian University of La Selva).	Tingo María	1963
Universidad Comercial (Commercial University).	Huancayo	1960
Universidad de Lima (University of Lima).	Lima	1962
Universidad de Santa María (Saint Mary's University).	Arequipa	1962
Universidad del Pacífico (Pacific University).	Lima	1962
Universidad Femenina "Sagrado Corazón" (Sacred Heart Women's University).	do	1962
Universidad Nacional de Lambayeque (National University of Lambayeque).	Chilclayo	1962
Universidad Nacional de San Carlos (San Carlos National University).	Puno	1961
Universidad Nacional de la Amazonia Peruana (National University of the Peruvian Amazon).	Iquitos	1961
Universidad Nacional del Centro del Perú ¹ (National University of the Center of Peru).	Huancayo	1961
Universidad Nacional San Luis Gonzaga ² (St. Luis Gonzaga National University).	Ica	1961
Universidad Particular de "San Martín de Porres" (San Martín de Porres Private University).	Lima	1962
Universidad Peruana de Ciencias Médicas y Biológicas ³ (Peruvian University of Medical and Biological Sciences).	do	1961
Universidad Técnica de Cajamarca (Technical University of Cajamarca).	Cajamarca	1962
Universidad Técnica de Piura (Technical University of Piura).	Piura	1961
Universidad Técnica del Altiplano ⁴ (Technical University of the Altiplano).	Puno	1961

¹ Formerly known as *Universidad Comunal del Centro del Peru*.

² Being organized as a 4-year liberal arts college with studies leading to a bachelor of arts degree.

³ Formerly known as *Escuela de Medicina Gayetano Heredia* (Gayetano Heredia Medical School). For details see part III, page 47.

⁴ Known also as University of Puno.

EDUCATION IN PERU

Table C.—Degrees or titles awarded by the universities and number of years of study required for each:
by university and faculty
[— indicates not given in source.]

University	Faculty, school or institute	Degree or title	Number of years of study
Pontificia Universidad Católica del Perú (Pontifical Catholic University of Peru).	Agronomía (Agriculture)	Ingeniero Agrónomo (Agricultural Engineer)	5
Do	Ciencias Económicas y Comerciales (Economic and Commercial Sciences).	Contador Público (Public Accountant)	5
Do	Derecho y Ciencias Políticas (Law and Political Sciences).	Economista (Economist)	6
Do	Educación (Education)	Ingeniero Comercial (Commercial Engineer)	5
Do	Ingeniería (Engineering)	Abogado (Lawyer)	12
Do	Letras (Letters)*	Bachiller en Derecho y Ciencias Políticas (Bachelor of Law and Political Sciences).	5
Do	Teología (Theology)	Doctor en Derecho (Doctor of Law)	11
Do	Escuela de Artes Plásticas (School of Plastic Arts).	Doctor en Educación (Doctor of Education)	11
Do	Escuela de Pedagogía—para Varones (School of Education for Men).	Professor de Segunda Enseñanza (Secondary School Teacher). ³	15
Do		Ingeniero Civil (Civil Engineer)	5
Do		Bachiller en Letras (Bachelor of Letters)	2
Do		Doctor en Letras ² (Doctor of Letters)	5
Do		Psicólogo (Psychologist)	6
Do		Bachiller en Teología (Bachelor of Theology)	2
Do		Doctor en Teología (Doctor of Theology)	5
Do		Licenciado en Teología (Licentiate in Theology).	4
Do		Artista Plástico (Plastic Arts Artist)	6
Do		Profesor de Bellas Artes (Teacher of Fine Arts).	6
Do		Profesor de Primera Enseñanza (Elementary School Teacher).	3

No.	Escuela de Periodismo (School of Journalism).	Periodista (Journalist)	3
No.	Escuela Normal Urbana—para damas (Urban Normal School for Women).	Certificado de Capacitación en Relaciones Públicas (Certificate of Competence in Public Relations). Normalista Urbana (Elementary School Teacher).	2
Do.	Escuela de Servicio Social (School of Social Work).	Asistente Social (Social Worker)	4
Do.	Instituto de Estudios Sociales (Institute of Social Studies).	Educadora Familiar (Teacher of Family Living). Doctor en Sociología (Doctor of Sociology)	4
Do.	Instituto Femenino de Estudios Superiores (Women's Institute of Higher Studies).	Experto en Sociología ⁶ (Expert in Sociology)	5
Universidad Agraria (University of Agriculture).	Agronomía (Agriculture)	Sociólogo (Sociologist) ⁶ Decoradora (Decorator) Secretaría (Secretary)	5 5 3 3
Do.	Ciencias (Sciences)	Bachiller en Agronomía ^{7a} (Bachelor of Agriculture). Ingeniero Agrónomo ^{7a} (Agricultural Engineer).	5
Do.	Economía y Ciencias Sociales (Economics and Social Sciences).	Certificado de Especialización (Certificate of Specialization). ⁹ Bachiller (Bachelor) ^{7,10} Ingeniero (Engineer) ^{7,10}	5
Do.	Ingeniería Agrícola	Bachiller (Bachelor) ^{7,9} Ingeniero Agrónomo ^{7,11} (Agricultural Engineer).	5
Do.	Zootécnica (Zootechnics)	Bachiller en Ingeniería (Bachelor of Engineering). ⁷ Ingeniero Agrícola ^{7,12} (Agricultural Engineer).	5
		Bachiller (Bachelor) ⁷ Ingeniero Agrónomo Zootecnista (Agricultural Zootechnical Engineer). ⁷	5 5

See footnotes at end of table.

Table C.—Degrees or titles awarded by the universities and number of years of study required for each:
by university and faculty—Continued
[— indicates not given in source]

University	Faculty, school or institute	Degree or title	Number of years of study
Universidad Nacional de Ingeniería (National University of Engineering). Do.....	Arquitectura (Architecture)	Arquitecto (Architect) Bachiller (Bachelor) ¹⁴	5 4
Do.....	Ciencias Físicas y Matemáticas (Physical and Mathematical Sciences). Ingeniería Civil (Civil Engineering).	Bachiller (Bachelor) ¹⁴ Ingeniero (Engineer) ¹⁴	4 5
Do.....	Ingeniería de Minas (Mining Engineering).	Bachiller (Bachelor) ¹⁴ Ingeniero Civil (Civil Engineer)	4 5
Do.....	Ingeniería de Petróleo (Petroleum Engineering).	Bachiller (Bachelor) ¹⁴ Ingeniero (Engineer) ¹⁴	4 5
Do.....	Ingeniería Industrial (Industrial Engineering).	Bachiller (Bachelor) ¹⁴ Ingeniero (Engineer) ¹⁴	4 5
Do.....	Ingeniería Sanitaria (Sanitary Engineering).	Bachiller (Bachelor) ¹⁴ Ingeniero (Engineer) ¹⁴	4 5
Do.....	Mecánica y Electricidad (Mechanics and Electricity).	Bachiller (Bachelor) ¹⁴ Ingeniero (Engineer) ¹⁴	4 5
Do.....	Escuela de Economía Aplicada ¹⁵ (School of Applied Economics).	Doctor (Doctor) ¹⁴ Ingeniero (Engineer) ¹⁴	— 4
Do.....	Escuela de Tecnología ¹⁵ (School of Technology).	Técnico (Technician) ¹⁶	—
Do.....	Instituto de Estructuras ¹⁷ (Institute of Structures).		17 2
Do.....	Instituto de Planeamiento de Lima (Lima Planning Institute). ¹⁸	"Magister" de Planeamiento Urbano y Regional (Master in Urban and Rural Planning).	—

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Do.----- Universidad Nacional de San Agustín de Arequipa (National University of San Agustín de Arequipa).		Bachiller en Ciencias Biológicas (Bachelor of Biological Sciences).	20 2
Do.----- Instituto del Hierro y Acero ¹⁶ (Institute of Iron and Lead).		Bachiller en Ciencias Geológicas (Bachelor of Geological Sciences).	4
Do.----- Instituto Textil ¹⁶ (Institute of Textile).		Bachiller en Ciencias Geológicas (Bachelor of Geological Sciences).	4
Do.----- Ciencias (Sciences) ²⁰		Biólogo (Biologist) ²²	4
Do.----- Ciencias Económicas y Comerciales (Economic and Commercial Sciences).		Doctor en Ciencias Biológicas (Doctor of Biological Sciences). ²²	6
Do.----- Derecho (Law)		Doctor of Ciencias Geológicas (Doctor of Geological Sciences). ²²	6
Do.----- Educación (Education)		Ingeniero Geólogo ²² (Geological Engineer)	5
Do.----- Letras (Letters) ²⁴		Químico Industrial (Industrial Chemist)	4
		Bachiller (Bachelor) ²¹	5
		Contador Público (Public Accountant)	21 1
		Doctor (Doctor) ²¹	5
		Economista (Economist)	7
		Abogado (Lawyer) ²²	7
		Bachiller (Bachelor) ^{21 22}	21 1
		Doctor (Doctor) ²¹	21 1
		Bachiller (Bachelor) ^{21 22}	5
		Doctor en Ciencias de la Educación (Doctor of Educational Sciences)	21 1
		Maestro Primario (Elementary School Teacher).	8
		Profesor de Segunda Enseñanza (Secondary School Teacher). ^{21 22}	5
		Bachiller (Bachelor) ^{21 22}	5
		Bachiller en Historias y Arqueología (Bachelor of History and Archaeology).	4
		Doctor (Doctor) ^{22 26}	5
		Doctor en Historias y Arqueología (Doctor of History and Archaeology). ²²	5
		Geógrafo (Geographer). ²⁴	5
		Profesor de Arqueología ²² (Professor of Archaeology).	5
		Sociólogo (Sociologist). ²²	5

See footnotes at end of table.

Table C—Degrees or titles awarded by the universities and number of years of study required for each:
by university and faculty—Continued
[— indicates not given in source]

University	Faculty, school or institute	Degree or title	Number of years of study
Do----- Universidad Nacional de San Antonio Abad del Cuzco (National University of San Abad del Cuzco).	Medicina (Medicine) ¹⁷ Ciencias (Sciences)	Médico Cirujano (Physician Surgeon)	8
		Bachiller en Agronomía (Bachelor of Agronomy).	—
		Bachiller en Ciencias Biológicas (Bachelor of Biological Sciences).	2
		Bachiller en Ingeniería Civil (Bachelor of Civil Engineering).	—
		Biólogo (Biologist) ²⁸	4
		Doctor en Ciencias Biológicas (Doctor of Biological Sciences). ²⁸	4
		Ingeniero Agrónomo (Agricultural Engineer)	5
		Ingeniero Civil (Civil Engineer)	4
		Perito Agrimensor (Expert Surveyor)	4
		Perito Electricista (Expert Electrician)	—
Do-----	Ciencias Económicas y Comerciales (Economic and Commercial Sciences).	Bachiller en Ciencias Comerciales (Bachelor of Commercial Sciences).	—
		Bachiller en Ciencias Económicas (Bachelor of Economic Sciences).	—
		Contador Público (Public Accountant)	4
		Doctor en Ciencias Económicas (Doctor of Economic Sciences).	—
Do-----	Ciencias Químicas (Chemical Sciences).	Economista (Economist)	5
		Bachiller en Ingeniería Química (Bachelor of Chemical Engineering).	—
		Bachiller en Química Industrial (Bachelor of Industrial Chemistry).	—
		Ingeniero Industrial Químico (Chemical Industrial Engineer).	5
		Perito Químico (Expert Chemist)	5

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Do	Derecho (Law).	Abogado (Lawyer). ²⁸	5
Do	Educación (Education)	Bachiller en Derecho (Bachelor of Law) Doctor en Derecho (Doctor of Law) Profesor de Enseñanza Comercial (Teacher of Commercial Education). Profesor de Enseñanza Primaria (Elementary School Teacher). Profesor de Enseñanza Secundaria (Secondary School Teacher). Doctor en Ciencias de la Educación (Doctor of Educational Sciences). Bachiller (Bachelor) ²⁹	5 2 2 4 5 11 2
Do	Letras (Letters)	Doctor (Doctor) ³³	2
	Departamento de Ciencias (Department of Sciences).	Auxiliar (Assistant) ^{35 36} Bachiller (Bachelor) ^{35 36} Biólogo (Biologist) Certificado de Especialización (Certificate in Specialization). ³⁷ Doctor en Ciencias Biológicas (Doctor of Biological Sciences). ³⁸ Doctor en Enfermería y Obstetricia (Doctor of Nursing and Obstetrics). Enfermero-Obstetriz (Nurse-Obstetrician) Ingeniero (Engineer) ³⁹ Auxiliar (Assistant) ^{35 36} Asistente Social ³⁶ (Social Worker) Bachiller (Bachelor) ^{35 36} Bachiller en Ciencias Antropológicas (Bachelor of Anthropological Sciences). Bachiller en Servicio Social (Bachelor of Social Work). ³⁶ Doctor en Ciencias Antropológicas (Doctor of Anthropological Sciences). ⁴⁰ Doctor en Ciencias de la Educación (Doctor of Educational Sciences). Máster de Educación Primaria (Elementary School Teacher). Maestro de Educación Secundaria (Secondary School Teacher).	11 2 3 5 11 11 — 5 5 3 4 3 4 4 4 11 11 3 5
Do	Universidad Nacional de San Cristóbal de Huamanga (National University of San Cristóbal of Huamanga). ³⁴		
Do	Departamento de Letras (Department of Letters).		

See footnotes at end of table.

Table C.—Degrees or titles awarded by the universities and number of years of study required for each:
by university and faculty.—Continued
[— indicates not given in source]

University	Faculty, school or institute	Degree or title	Number of years of study
Universidad Nacional de Trujillo (National University of Trujillo). Do.....	Ciencias (Sciences) ⁴¹	Bachiller (Bachelor) ⁴³	4
Do.....	Ciencias Económicas y Comerciales (Economic and Commercial Sciences).	Bachiller (Bachelor) ^{44 45}	5
Do.....	Derecho (Law)	Contador Público ⁴⁶ (Public Accountant)	5
Do.....	Farmacia y Bioquímica (Pharmacy and Biochemistry).	Doctor (Doctor) ⁴⁴	4 1
Do.....	Ingeniería Química (Chemical Engineering).	Gerente de Negocios (Business Manager)	7
Do.....	Letras y Educación ⁴² (Letters and Education).	Abogado (Lawyer) ⁴⁶	7
Do.....	Medicina (Medicine)	Bachiller en Derecho ⁴⁶ (Bachelor of Law)	4 1
		Bachiller (Bachelor) ^{44 45}	5
		Químico Farmacéutico ⁴⁶ (Pharmaceutical Chemist).	5
		Ingeniero Químico (Chemical Engineer)	5
		Bachiller en Educación ⁴⁶ (Bachelor of Education).	5
		Bachiller en Humanidades (Bachelor in Humanities).	4 2
		Doctor en Educación (Doctor of Education)	4 1
		Normalista Urbano (Urban Normal School Teacher).	3
		Profesor de Educación Secundaria (Secondary School Teacher) ^{46 47}	5
Do.....		Bachiller en Medicina ⁴⁶ (Bachelor in Medicine).	4 8
		Doctor en Medicina (Doctor of Medicine)	—
		Especialista (Specialist)	—
		Médico Cirujano ⁴⁸ (Physician-Surgeon)	4 5

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Universidad Nacional Mayor de San Marcos ⁴⁸ (National University of San Marcos).	Ciencias (Sciences)	Bachiller (Bachelor) ⁵⁰	5
Do		Biólogo (Biologist) ⁵¹	5
Do	Ciencias Económicas y Comerciales (Economic and Commercial Sciences).	Doctor (Doctor) ^{50 51}	5
Do		Ingeniero Geólogo ⁵¹ (Geological Engineer)	5
Do		Bachiller (Bachelor) ^{51 52}	5
Do		Contador Público ⁵¹ (Public Accountant)	5
Do		Doctor (Doctor) ⁵²	5
Do		Economista (Economist) ⁵¹	5
Do	Derecho (Law)	Especialista ⁵⁴ (Specialist)	3
Do		Abogado (Lawyer) ⁵¹	7
Do		Bachiller en Derecho y Ciencias Políticas (Bachelor of Law and Political Sciences.) ⁵¹	7
Do	Educación (Education)	Doctor en Derecho y Ciencias Políticas (Doctor of Law and Political Sciences.) ⁵⁵	5
Do		Doctor (Doctor) ⁵²	5
Do		Profesor de Educación Secundaria (Secondary School Teacher) ⁵⁶	5
Do	Farmacia y Bioquímica (Pharmacy and Biochemistry).	Bachiller (Bachelor) ^{54 54}	6
Do		Doctor (Doctor) ⁵²	6
Do		Químico - Farmacéutico ⁵¹ (Pharmaceutical Chemist).	6
Do	Letras (Letters)	Bachiller (Bachelor) ⁵⁷	4
Do		Doctor (Doctor) ^{58 58}	4
Do	Medicina (Medicine)	Periodista (Journalist)	4
Do		Bachiller en Medicina ⁵¹ (Bachelor of Medicine).	9
Do	Medicina Veterinaria (Veterinary Medicine).	Doctor en Medicina (Doctor of Medicine)	5
Do	Odontología (Dentistry)	Médico Cirujano ⁵¹ (Physician-Surgeon)	9
Do		Bachiller (Bachelor) ^{51 52}	9
Do	Química (Chemistry)	Médico Veterinario ⁵¹ (Veterinarian)	5
Do		Bachiller (Bachelor) ^{51 52}	5
Do		Cirujano Dentista ⁵¹ (Surgeon-Dentist)	5
Do		Bachiller (Bachelor) ^{51 52}	5
Do		Ingeniero Químico (Chemical Engineer)	5
Do		Químico ⁵¹ (Chemist)	5

See footnotes on p. 68.

- 1 Postgraduate study: for *abogado* the *bachiller* is required; for *doctor* the *abogado*.
- 2 Including 1-year preparatory course.
- 3 In accounting, commerce, history and geography, literature and Spanish, mathematics, philosophy and chemistry, psycho-pedagogy, religion.
- 4 Offers 2-year preparatory course prerequisite for admission to the Faculty of Law and Political Sciences.
- 5 In ethnology, history, literature, philosophy, psychology.
- 6 For the titles of expert or sociologist, thesis and special project are required.
- 7 The bachelor's degree is awarded upon completion of the program, and the title of engineering is granted upon the approval of the thesis.
- 8 In farming, entomology; phytopathology; phytotechnics; forestry and pastures; horticulture and fruiticulture; soil.
- 9 In the field.
- 10 In botany or zoology; physics, mathematics and statistics; meteorology; chemistry—agriculture or bromatology.
- 11 In rural administration; agricultural or social economics; agricultural education; rural sociology.
- 12 In soil conservation; agricultural mechanics, planning and rural public works; irrigation and drainage; agricultural technology.
- 13 In animal production or cattle technology.
- 14 In the field.
- 15 In process of reorganization.
- 16 In construction; engineering—mining, electrical, or industrial; metallurgy.
- 17 Postgraduate study.
- 18 For details see part III, Educational Centers and Services, p. 49.
- 19 Offers specialized courses for students in the Faculties of Industrial and of Mechanical and Electrical Engineering, but does not grant degrees.
- 20 2-year preparatory program also prerequisite for admission to the Faculty of Medicine.
- 21 In the field.
- 22 Degrees granted simultaneously in the respective field in the Faculty concerned.
- 23 Postgraduate study.
- 24 Offers 2-year preparatory course called *Studium Generale* (General Studies), also prerequisite for law and education.
- 25 In Spanish, literature and philosophy; sciences—biochemical, physical-mathematical; history, geography and social sciences.
- 26 In social science; geography; philosophy; literature.
- 27 The 2-year premedical course is taken in the Faculty of Sciences.
- 28 Degrees granted simultaneously in the respective field in the Faculty concerned.
- 29 Includes 1-year preparatory course.
- 30 With specialization in history and geography; philosophy and social sciences; sciences—biological, physical-chemical, mathematical; Spanish literature.
- 31 Postgraduate study.
- 32 In the field.
- 33 With specialization in philosophy; Spanish and literature.
- 34 In addition to the secondary school certificate, 1-year preparatory course given at the university is required.
- 35 In anthropological or biological sciences; chemical sciences and metallurgy; educational sciences; industrial chemistry and metallurgy; mining and geology; rural nursing and obstetrics; scientific farming; social work.
- 36 Degrees granted simultaneously in the same field in the respective faculty.
- 37 In farming, methods of farming, technological farming and applied mechanics; geology and mining exploitation, geophysics, petroleum and geology applied to public works and metallurgy; industrial chemistry, special chemical analysis, and special metallurgy.
- 38 With specialization in bacteriology; botany; clinical laboratory; ecology; entomology; epidemiology; hydrobiology; genetics; parasitology; phytopathology; zoology.
- 39 In chemistry, geology, metallurgy, mining, rural zootechnics.
- 40 In archaeology; ethnohistory; folklore; linguistics; physical anthropology; social anthropology; sociology and social psychology.
- 41 The Faculty of Sciences offers 2-year premedical and 1-year courses

in prepharmacy, predentistry and preveterinary, prerequisites for pertinent programs.

42 The Faculty of Letters and Education offers the *Bachiller en Humanidades* for admission to law, education of letters.

43 In sciences—biological; physical-mathematical; physical-chemical.

44 In the field.

45 With specialization in business administration; accounting; and economics.

46 Degrees granted simultaneously in the respective field in the Faculty concerned.

47 Postgraduate study.

48 With specialization in Spanish and literature; sciences—biological, physical-chemical, mathematical; philosophy and social sciences; history and geography.

49 University preparatory courses for certain programs offered in:

Faculty of Sciences—2-year programs in preeducation for sciences, and premedical; 1-year in prepharmacy, preveterinary medicine, prechemistry, or predentistry. Faculty of Letters—1 year in preeducation for humanities, and 2-year prelaw.

50 In the sciences—biological, physical-mathematical, physical-chemical, mathematics.

51 Degrees granted simultaneously in the respective field in the Faculty concerned.

52 In the field.

53 Postgraduate study.

54 In industrial engineering and management; personnel and labor relations; public relations and communications.

55 With specialization in penal sciences; political sciences; private law.

56 In Spanish and literature; sciences—biological, physical-chemical, or mathematical; philosophy and social sciences; history and geography; English.

57 In art; ethnology and archeology; philology and linguistics; philosophy; geography; history; literature; psychology.

58 Doctor of psychology, 2 additional years.

Source of data: Translated and adapted from Pan American Union, *Carreras Universitarias*, volume III, 1962. P. 44-56.