

ability to weigh the findings with true objectivity, as has obviously been done.

Given these preconditions, Professor Goldrich has demonstrated excellence in handling of the measurement techniques and brilliance in sorting out significance. This cannot fairly be called a historical work but rather must be found to be a good transitory view of current events, or perhaps to the very perceptive even a tentative guide to the future. I am certain that even the author would want to change certain delicate shades of opinion on Cuban-Panamanian similarities post the October crisis only two years after his poll in Panama. Since this short study was written in May, 1961, I await his next with interest.

DAVID STERN

University of Miami,
Coral Gables

THE ANDEAN REGION AND NORTHERN SOUTH AMERICA

Periodismo meridiano. Paz y trabajo de Julio César Salas. By P. N. TABLANTE GARRIDO. Mérida, Venezuela, 1959. Publicaciones de la Facultad de Humanidades de la Universidad de los Andes. Illustrations. Pp. 38. Paper.

Historians concerned with the 1909-1935 dictatorship of Juan Vicente Gómez wish to examine the 1899-1908 dictatorship of Cipriano Castro which nurtured it. Valuable references in Caracas abound but provincial materials dealing with the Castro era are not plentiful for western Venezuela.

Now the University of the Andes in Mérida, capital city of the state of the same name, has published a slim volume giving significant glimpses of economic conditions in western Venezuela at the time.

Julio César Salas published and edited a monthly newspaper, *Paz y Trabajo*, in the town of Egido, four miles southeast of Mérida. Between August 1, 1904, and October 24, 1908, Salas produced forty issues, some of which contain reports on agricultural

problems and market prices for Venezuelan coffee, sugar, and other products.

Each issue contained only four pages. Three front pages and two inside pages are reproduced in this short monograph on the news contained in the *Salas* monthly. Most issues included a literary essay, discussing the ideas of Miranda, Bolívar, or other *pensadores venezolanos*. But the chief item of historiographic value *Paz y Trabajo* has for Latin Americanists centers in the data on provincial economic life.

MARVIN ALISKY

Arizona State University

La educación en Venezuela en 1870. By ANGELINA LEMMO. Caracas, 1961. Instituto de Antropología e Historia. Facultad de Humanidades y Educación. Universidad Central de Venezuela. Serie de Historia. Notes. Pp. 138. Paper.

This is an excellent little study of the Decree of 1870 of Antonio Guzmán Blanco calling for free, compulsory public education in Venezuela. It avoids involvement in the controversy surrounding the career of Guzmán Blanco and confines itself to tracing the efforts during the period 1870-75 to secure the ideal of public education in Venezuela. The study presents the liberal belief in public education as a means of emancipating the masses, but does not argue the point nor question too deeply the motives of Guzmán Blanco. It is concerned with the problems encountered in implementing the Decree of 1870 and with the men dedicated to that reform.

Nevertheless, the study reveals that progress in education in Venezuela was frustrated by conditions of political instability. There was no shortage of men of vision in Venezuela, such as Juan Bautista Dalla-Costa, Governor of the state of Guayana, who initiated programs in adult and vocational education in his state. However, before his work bore fruit he was deposed by revolutionary action. Similarly, the author points out that such problems

as the lack of teachers and scarcity of funds were compounded by the fact that Venezuela was not completely pacified.

The study is scholarly and well-documented. Appended to it are several documents, which include the Decree of 1870 and facsimiles of *El Abecé*, a newspaper issued by the National Directorate of Primary Education to inform the public about educational measures. Among the contributors to *El Abecé* was Argentina's D. F. Sarmiento. The fact that *El Abecé* ran to only eleven issues between October 3, 1871, and January 29, 1872, is mute evidence of the fate of the Decree of 1870.

CHARLES D. AMERINGER

Bowling Green State University

Principios y prácticas para la educación secundaria en el Perú. By CARLOS SALAZAR ROMERO. Lima, 1961. Librería Studium. Bibliography. Pp. 312. Paper.

This most recent of Salazar Romero's many books on education in Peru follows a five-year reform of secondary education under the auspices of SECRANE, which has attempted to find solutions adapted to the reality of Peru for the modernization of its education system. Secondary education in Peru includes the last five years before entering university.

In the rather difficult context of one of Latin America's more socially conservative nations, the traditional existing forms of schooling are sharply criticized as inefficient and not properly oriented to help the student meet the problems of modern living. The courses are found encyclopedic in nature and overloaded with much irrelevant material which the student is obliged to memorize. Many courses are too hard and not useful in objectives. A large percentage of the students find themselves unable to enter college because of the insufficient quality of their secondary education (though the universities too are criticized for their disinclination to integrate them-

selves with the total system of education). Better preparation for secondary students who will not enter college is also needed, since the greatly increasing numbers of secondary graduates indicates a rapidly-growing group in this position. There were 50 times as many high school graduates in 1956 as in 1906 and the number nearly doubled between 1950 and 1956.

In searching for solutions the orientation is toward the adoption of the thinking of American educators. The emphasis is put on replacing the classical method of memorization with method which will teach the student to think. Need is felt to teach him to study, to express himself, and to understand his personal problems. Procedures for various course materials are cited. Secondary education is divided into the areas of curriculum, guidance, and extra-curricular activities for purposes of discussion and means of developing these sectors are suggested within the economic limitations of Peru and the special social character of the Peruvian student. Rather than the approach of lectured courses, the creation of an atmosphere of cooperative work is suggested.

The final sections of the book are devoted to the administration of secondary schools and methods for evaluation of secondary education.

It is regrettable that results of the reform are not presented, but the book is a useful statement of the unfortunate limitations of secondary education in Peru and attempt at realistic solution, and integral necessity for the economic and social development of the nation.

RALPH GAKENHIEMER

Washington, D. C.

Víctor Raúl. By FELIPE COSSIO DEL POMAR. México, 1961. Editorial Cultural. Notes. Index. Pp. 355. Paper.

This is the first volume of a revised biography of Víctor Raúl Haya de la Torre first published in 1939 as *Haya de la Torre, el Indoamericano*. Felipe Cossio del Pomar, a close personal