

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.

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*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.

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*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

friend and political associate of Haya de la Torre, has completely rewritten his previous version and added much new material. This volume brings the story of Haya de la Torre's life up to 1931.

Haya de la Torre's great contribution to Latin American political theory has been his development of the idea that Latin America is different from Europe and the United States and, therefore, must cease imitating these areas and begin to establish social institutions in harmony with the true nature of the Latin American people. How he developed this idea will be clearer to all who read this book for much of it is concerned with Haya's life during his formative years as a student living in Trujillo, Lima, and London, and with his travels during his years of exile from 1923 to 1931.

Haya de la Torre seems to have been everywhere important political events were taking place during the 1920's. He lived in Mexico in contact with the leaders of the Revolution in 1923 and 1924. He was in Russia just after Lenin died and had a chance to attend the Fifth Congress of the Third International as a journalist, thus seeing and hearing all of the then living leaders of the Russian Revolution before Stalin murdered them. Haya lived in England during the late 1920's as a student at the London School of Economics and Oxford University and took classes with such stimulating teachers as Harold Laski, B. Malinowski, and C. D. H. Cole. He lived in Italy during the rise of Mussolini's fascism and in Germany during the period of Hitler's rise to power.

Cossio del Pomar's description of Haya's wanderings makes a most interesting book which will be of great value to all who would understand contemporary Latin America for the life of Haya de la Torre during the 1920's as an exile wandering around Europe and America looking for ideas and trying to organize a political movement to redeem his country from the tyrants who were misruling it greatly resembles

the life of many others who today are the political leaders of Latin America.

An index increases the value of this book which this reviewer recommends to all as a most interesting account of the development of one of Latin America's most important political leaders.

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*La Ciudad Única. Potosí.* By W. JAIME MOLINS. Potosí, 1961. Editorial Potosí. Colección de la Cultura Boliviana. Colección Tercera: Escritores Modernos. No. 2. Illustrations. Glossary. Pp. 307. Paper.

Wenceslao Jaime Molins—a man with the profile of an artist, the hair of a Bohemian—was born in the province of Buenos Aires in 1882. He is a prolific writer and a journalist. In 1916 Molins visited Bolivia and then was for the first time in Potosí. In 1922 he published this book and later a second edition was made. This then is the third edition, in which Molins has made some changes. This newest edition was done under the guidance of the Bolivian, Armando Alba, who edits the excellent Colección de la Cultura Boliviana from his office in the Casa Nacional de Moneda—that impressive and historic building—in Potosí.

This is a book of love for Potosí—Wenceslao Jaime Molins of haughty appearance is in love with Potosí. Why? Mostly because "No hay en América ninguna ciudad que conserve con mas amor su españolismo que Potosí." This is what Molins says. It is a book of gracious if not *soberbio* style. It is inadequate history. It is not from the *mas de un millar* of documents available. I possess a damaged first edition acquired years ago in Potosí which has marginal notes—obviously by an expert—pointing out the historical defects of the work. But I might say that this should not be held against it as it was never intended to be true scholarship. It is a good book and Potosí deserves the pen of a true