

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 Cultura. 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