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Education
in
VENEZUELA

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FOREWORD

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

Education in Venezuela is based on data gathered by the author in Venezuela in 1946 and supplemented since then through documentation.

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

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Relations.*

CHAPTER I

THE LAND AND THE PEOPLE

THREE BLOCKS from historic Bolívar Park, crossroads of Caracas, stands the modern, six-story building which houses the Ministry of Education. Parked before it is the green jeep marked "Educación Rural" and nearby stands the sound truck used in the literacy campaign. A van from the printer draws up with publications which the Ministry will distribute to schools throughout the Republic, and a car is waiting to carry an inspector on his round of visits.

Within the building are portraits of Venezuela's educators and men of letters. Among them are Andrés Bello, poet, grammarian, teacher; Don Simón Rodríguez, tutor of Simón Bolívar; and Cecilio Acosta, educator and writer.

Past these educators of yesterday hurry the young men and women who are tackling the problems of today.—A teacher from a one-room school, the Commission for Revision of the Program of Studies, students whom the Government is sending abroad for special studies, a man from Public Works with plans for new school buildings in his brief case.

Nor is the Ministry of Education the only spot reflecting such activity. Across the city in El Paraíso, oldest and one of the capital's most charming sections, the Ministry of Agriculture and Stock Raising occupies a rambling old residence surrounded by walls covered with scarlet bougainvillea. There, young men and women are preparing to work in rural areas as home demonstration agents, leaders of agricultural clubs, and teachers of agricultural vocational courses in elementary schools.

In the yellow house on the broad avenue where the highway leads out of the city, an energetic young doctor of the Ministry of Health sticks pins into a map to show where another children's camp has been opened, and plans more school lunchrooms.

At night in Caracas hundreds of adults bend over their reading, writing, and arithmetic in schools maintained for the workers by the Ministry of Public Works. The Ministry of National Defense has its courses for men in the service, as does the Ministry of Labor and the Ministry of Education.

When the regime of Juan Vicente Gómez ended with his death in December 1935, it had lasted more than a quarter of a century. With

his death Venezuela was faced with the task of making up for long lost time. Problems that other countries had solved in the nineteenth century were mixed with problems of modern times. One of the gravest of these was the problem of providing rural education. Thousands of Venezuelans could not read a newspaper or sign their names. They lived in hovels covered with insect-infested thatched roofs, and slept on dirt floors. They were undernourished in a land where food can be grown in abundance; and they were plagued with malaria, yellow fever, anemia, tuberculosis, hookworm, diarrhea, and other parasitical diseases. Thousands of them were leaving the land to take jobs in the cities or in oil camps where the pay and living conditions were better.¹

These were some of the problems that Venezuela faced and which educators had to help solve. They have accomplished much as the succeeding pages show. Between 1936 and 1946, more schools were built than in the entire previous century. The first labor law was passed in 1936. That a tremendous task remains to be done is indicated by the words of Humberto García Arocha soon after he became Minister of Education in the fall of 1945.

In our country, according to the last census, there are 787,812 children of school age. There are schools for only 281,938; more than 505,000 children lack schools in which to enroll; 6,300 children go to Federal, State, municipal, or private schools where there are no desks, where a majority of the children sit on boxes, on boards, or on the floor. Many of the schools lack water filters, blackboards, and even maps of Venezuela. Furthermore, there are only 3,269 teachers in service today. Only an irresponsible person or a demagogue could promise a solution of these problems in 5 or even 10 years.

At the same time Dr. García Arocha introduced a hopeful note in this gloomy picture when he outlined the plans which the Government and the Ministry of Education had for trying to solve some of these problems. Emphasis on rural education, a vigorous campaign to wipe out illiteracy, revision of programs of instruction, better supervision of education, construction of more school buildings, and provision of textbooks and materials for instruction were among the projects he included in the program.

A glance at the country in which these plans are being put into practice shows the magnitude of the task and the obstacles to be overcome. There is the difficulty of crossing rugged, mountainous country with rails or roads; of providing healthful homes in hot, humid lowlands; of improving agricultural methods; of uniting people who live as separated from each other culturally and geographically as though they inhabited two different worlds.

¹ Picon Salas, Mariano. *Cinco discursos sobre el pasado y presente de la nación Venezolana*. Caracas. Editorial Impresores Unidos, 1940.

Venezuela occupies an area of more than 352,000 square miles, roughly the combined areas of Colorado and Texas. It has many of the features of these two States—the rugged mountainous areas of the former and the vast plains of the latter.

As a whole, Venezuela may be divided into four distinct parts: The coastal region and the Andean highlands occupy a fifth of the area of the country and contain the nation's seaports, the rich agricultural valleys, the largest cities, and most of the population. The vast flat plains or *llanos* which stretch over central Venezuela are covered with lush grasslands, except in the dry season, and are dotted here and there with woodlands. They are the home of the plainsman, the proud *llanero*. The Guayana highlands which form the southern half of the country are believed to be rich in woods and minerals but are largely unexplored. The Maracaibo lowlands—hot, humid, rich in oil—form another distinct region of the country. This is also an agricultural and dairy region which furnishes 80 percent of the butter produced in Venezuela. The central plains and the coastal regions have a tropical climate. The lands with an altitude of 1,800 to 6,000 feet have a temperate climate, and above that, in the Andean highlands, it is bitterly cold when the sun does not shine. Venezuela has two seasons—the rainy season between April and December, and the dry season for the rest of the year.

More than 3,850,771 people live in Venezuela, according to the 1941 census. Seven percent of the population are Indians who live mostly in remote regions of the country; 8 percent are Negroes, descendants of those brought to Venezuela early in the sixteenth century to replace the Indians in mine and field. Fifteen percent are of European extraction, predominantly Spanish. The rest of the population are descendants of two or more of these races.

Four-fifths of these people live in the Andean highlands and the coastal region. The remainder are sparsely scattered throughout the vast country, as widely separated culturally from the urban centers as they are geographically. Many of the people live in areas where no road enters; where there is no telephone, no newspaper, no school. To bring these people into the culture of the country and make them a part of the nation is one of the tasks which educators are tackling.

Venezuela is essentially an agricultural and stock-raising country. About 75 percent of the total population is considered rural population. More and more, however, the people have been moving to urban centers and to the oilfields, drawn by the high wages of the oil industry and accessory services. About half of the people now living in Caracas are from some other part of Venezuela. They are leaving the land, chiefly because agriculture and stock-raising pay low wages, and living conditions are poor. Few farmers own the land they work,



Elementary school class in Tin Juana.

for much of Venezuela's farm land is concentrated in large owner-ships.² However, the Government is now selling small plots to farmers on an increasing scale.

Coffee is the major agricultural export and chocolate, the second most important. Large sugarcane plantations stretch over the warm valleys, and corn is raised as extensively as sugarcane. Both crops are for home consumption. Native cotton supplies the textile mills. In the highlands are large fields of wheat, still threshed for the most part by horses treading over and over the long golden sheaves. Potatoes, rice, tobacco, fruits, and vegetables are also grown.

But of its products, oil comes first to mind at mention of Venezuela.

² Agricultural Development in Venezuela. Special Report of Food Supply Division, Institute of Inter-American Affairs. Washington, D. C., September 1946. p. 11

The Lake Maracaibo region has rich oil fields. The first well was drilled there in 1914. Dutch, English, and American firms developed the industry, and today Venezuela is among the leading oil-producing countries of the world and the largest exporter. Only the United States and Russia surpass its production. In the last few years the oil fields of eastern Venezuela have greatly increased their production.

Other minerals are scattered over the country. Gold is Venezuela's fourth most important export. Industrial diamonds are mined in the State of Bolívar. Recently, iron ore concessions have been developed near the lower Orinoco River.

Venezuela has few industries. Those which exist are closely related to agriculture, such as packing houses, dairies, shoe factories, cotton textile mills, and growing candy and beer industries.

Lack of roads makes difficult the problem of bringing schools to many communities throughout the country. Venezuela's first railroad dates from 1877, when the Bolívar Railway, a hundred-mile stretch, was opened to connect Barquisimeto and the port of Tiecacas. Today the country has a thousand miles of railways. But highways and air routes are the principal means of inland communication, and the country has 4,300 miles of all-weather roads.

The Great Andean Highway winds out of the southwestern part of Caracas and runs through the western side of the Andes to the Colombian border near San Cristóbal. In the 750-mile stretch the road ascends from sea level at El Palito near Puerto Cabello to a height of 13,000 feet where it crosses the plateau Páramo de Mucuchies, with its view of snow-capped peaks more than 3 miles high. This road is Venezuela's sector of the Pan American Highway. West of Caracas another highway branches from the Andean road and runs to San Juan de los Moros, then crosses the central plains to Soledad, across the river from Ciudad Bolívar. The Eastern Highway follows the Andean Highway from Caracas to Valencia, turns south through the eastern or inner foothills, and joins the Andean Highway at San Cristóbal.

These highways connect the principal cities of the country and serve only those communities through which they pass. Only a few States have roads which lead from the main highways into outlying communities. Every year food products spoil in rural areas because there is no transportation to carry them out, while the cities suffer a shortage of these products.

An increasing network of airlines serves Venezuela. Within the country five lines supply transportation to semiisolated towns in the interior, but do not solve the problem of bringing children within reach of schools.

Lack of transportation and communication also complicates the

problem of public health. Rural Venezuela's principal health hazard is malaria, which ranks third as the cause of death. It is estimated that three-fourths of all Venezuelans live in malaria-infested areas and more than 1,000,000 cases of this disease are reported each year. Dysentery is the main cause of death in Venezuela, and the incidence of tuberculosis is also high.

This, then, is the land and these are the problems which Venezuela faces in providing education for its 787,812 children of school age; of teaching about 60 percent of her adults who are illiterates; of training teachers and the large group of technicians needed to develop the forests and farms and industries, to raise the standard of living, and to improve the health of her people.

CHAPTER II

DEVELOPMENT OF EDUCATION

EDUCATION IN THE COLONIAL PERIOD

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IN HIS THIRD VOYAGE in 1498, Columbus sailed around the Island of Trinidad and into the Gulf of Paria on the northwest coast of Venezuela. He stopped at what is now Puerto Colón; went on to the Island of Margarita, which he named; admired the pearls on the island maidens; accepted a large plate of oysters filled with pearls which the hospitable islanders gave him; and then sailed back to Santo Domingo.¹

The next year Alonso de Ojeda, Spanish explorer and former companion of Columbus, led an expedition west along Venezuela's northern coast to the Goajira Peninsula. The Indian huts built on piles in the waters of Lake Maracaibo where the expedition put in reminded him of Venice, and he called the land Venezuela—Little Venice.

Colonization proceeded slowly. The first settlement, Nuevo Toledo, made in 1520 near the present site of Cumaná, was the first permanent European settlement on the South American continent. It was destroyed by Indians, but was immediately rebuilt. Seven years later Coro, a stop today on the flight from Barranquilla to Caracas, was founded. Between 1528 and 1556, Charles V turned over the work of colonizing and developing the region to the Welsers, a firm of German bankers. Cruelty to the Indians and their subsequent rebellion caused the King to revoke the contract. Colonization was continued by Spaniards and for the next 2½ centuries Venezuela was ruled by Spain. As in other parts of Latin America, priests and religious men accompanied the conquerors and colonists to spread education and culture in the New World.

The first missionaries reached Venezuela in 1518 from Santo Domingo. Three of them landed at what is now Cumaná.² They soon established peaceful relations with the Indians and founded the first

¹ *Orígenes Venezolanos*, Aristides Rojas. Vol. I. Caracas, Imprenta y Litografía del Gobierno Nacional, 1891. p. 4-7.

² *Ibid.*, p. 44-46.

school in Venezuela.³ But an expedition which set out from Santo Domingo to exploit the pearl fisheries mistreated the Indians, and they in turn destroyed the settlement and put to death the missionaries whom they thought were implicated.

More missionaries arrived in 1518 and took up the work of those who had preceded them. They tilled the soil and showed the Indians how to cultivate vegetables and other plants brought from Europe. They taught them how to make bricks and to build with them. And when the day's work was ended they taught them to read and write. The sons of the chiefs were the first taught to read. This, according to Rojas, was a wise plan, for in this way they would win the friendship of the chiefs who "could not be indifferent to the education of their children."⁴

In 1567, Caracas was founded in the beautiful mountain-rimmed valley of the same name. Ten years later the capital, first located at Coro, then at Tacuyo, was moved to Caracas. Primary instruction in Caracas began in convents and was private. It was scarcely possible, says Caracciola Parra in his *Instrucción en Caracas*, that a city so recently founded after such a strenuous campaign and still faced with the problem of pacifying surrounding territory, could at once found schools. The clerics worked to develop education in the seminary and later in the University of Caracas, and also in primary schools kept by friars which were private and free. Notes here and there in records of the time indicate that primary schools and classes in grammar were maintained by the Town Council.⁵

In 1592, the Seminario Conciliar of Caracas was ordered to be built by Royal Cédula of Felipe II. Its construction was delayed for various reasons, and it was not until 1673 that it was finally finished.

The first petition to Spain asking for the creation of a university in the seminary was dated 1696, but it was not granted. This petition was often repeated before consent was finally given in 1721. Installation took place on August 11, 1725. The course of studies was the usual one of that period: Theology, canon law, moral philosophy, and grammar. After the University had been established for some years, courses in medicine were included.

The teaching of exact sciences was not allowed by the Spanish Crown, and a capuchin brother who offered to teach mathematics free at the university was refused. This was in 1785. Coupled with the desire to educate and convert the Indians was the fear that they might

³ Pío de Febres, *Gonzalo Nacimiento de Venezuela Intelectual. Historia y Crítica Histórica*. Vol. I. Caracas, 1939. p. 129.

⁴ Rojas. *Op. cit.*, p. 54-55.

⁵ Caracciolo Parra. *La Instrucción en Caracas 1567-1725. Discurso de Incorporación y Estudio Histórico Anexo, Presentados a la Academia Nacional de la Historia*. Caracas, Parra León Hermanos. 1932. p. 78-80.

be weaned away from obedience to Church and Crown. Time after time in the history of culture, the phrase, "the Monarch does not find it convenient" is recorded as the answer to a request for permission to found a school, to establish a printing press, to introduce the faculty of mathematics.

Philip II ordered an official of the *Real Hacienda* in America to search the vessels that stopped there for any forbidden books; and, fearing that the search might be cursory, advised them to take along a priest. The *Recopilación de las leyes de Indias* had many laws with regard to forbidden literature. A Royal Decree ordered officials of the Colonies to visit public and private libraries once a year, to examine books and confiscate those which might contain errors or false doctrines. Yet despite these precautions forbidden books passed through the customs of America. The cover of one might carry the famous name of a venerable prelate who had been moved to a distant see, another might bear the name of a judge traveling in a remote region. These were some of the methods which the rebellious Creoles used to get the books.⁶

When Alexander Humboldt arrived in Caracas at the end of the eighteenth century he reported the city backward in science, and the new instruments he brought with him attracted much attention. He recommended that professors be brought from Europe to teach mathematics, chemistry, and experimental physics. He urged that people be found who could teach more than one subject, and added that should it be possible to bring only one professor, so far as the needs of the Province were concerned, a professor of chemistry and physics as applied to the arts and to agriculture would be more important than a professor of geometry, particularly since there were people in the city equipped to teach the elements of mathematics.

At the time of Humboldt's visit young men of Venezuela were already asking for reform of the university studies so that they would meet the needs of the period. The spread of new ideas through imported books, the visits of eminent travelers and naturalists who preceded Humboldt, the development of commerce with foreign countries, and the introduction of newspapers all helped to stimulate the youth who later played an important part in the destiny of the country.⁷

Despite the suggestions of Humboldt and the efforts of the young men, the university remained unchanged. Chairs of Greek, natural science, and history were not established until 75 years after Humboldt left Venezuela.⁸

Meanwhile, many young Venezuelans went to the University of

⁶ Chaves, Hector García. *Historia Colonial Venezolana*. p. 215-216.

⁷ Rojas. *Op. cit.*, p. 225-226.

⁸ Rojas. *Op. cit.*, p. 225-226.

Santo Domingo or to Spain to finish their education. Among this group were Simón Bolívar, Francisco Miranda, and others who later took an active part in the struggle for independence.

Meanwhile, toward the end of the eighteenth century criticism was leveled at primary instruction as well, and new ideas began to germinate. Simón Rodríguez, Bolívar's teacher, was one of the chief critics. In 1794, he presented to the *Ayuntamiento* a manuscript in which he listed some of the defects of primary education and made suggestions for its reform. The *Ayuntamiento* studied it and approved his suggestion that the number of schools be increased. Although his plan had been accepted, Rodríguez unfortunately resigned as director of the school and left for Europe.⁹

During the turbulent period between 1810 and 1825, when Spain's colonies in the New World fought for and won their independence, there was little development in education in Venezuela.

EDUCATION SINCE INDEPENDENCE

When the struggle for independence ended, Venezuela, like her sister republics, turned to the problems of building a nation. Education was one of the first tasks the leaders of the country tackled. Simón Bolívar was particularly concerned about primary education and emphasized the fact that instruction should be suited to the child's age, talents, and temperament. "They should," he said, "study geography first, then history, and should never do so much memory work as to fatigue them."¹⁰ Bolívar gave 20,000 pesos to found a normal school based on the Lancasterian system.

After independence, provision was made, too, for teaching the sciences. A decree of October 14, 1830, created an Academy of Mathematics in Caracas which was installed in the old chapel of the seminary in 1831. Later, courses of natural science were added to the university program.

Toward the middle of the nineteenth century an effort was made to check the influence of the church in education. Both clergy and laymen favored separation of the seminary and the university. The clergy felt that the teachings of Bentham in the university were ruining the spirit of the seminary. The laymen urged separation on the ground that the union gave the university an ecclesiastical rather than a scientific direction. It was chiefly through the clergy that the separation was finally brought about in 1856.¹¹

⁹ Rojas. *Op. cit.*, p. 129.

¹⁰ Dollero, Adolfo. *Cultura de Venezuela; apuntes sobre la evolución de la cultura desde la conquista*. Excursiones, Caracas, Tipografía Americana, 1933. p. 319.

¹¹ Watters, Mary. *A History of the Church in Venezuela, 1810-1830*. Chapel Hill, The University of North Carolina Press, 1933. p. 150-151.

A decree of 1833 forbade priests to teach in national institutes or secondary schools. This decree was repealed in 1834, partly because there were not enough persons outside the ranks of the clergy equipped to fill the frequent vacancies in the provinces, and partly because the low salaries did not attract those capable of filling them. It was necessary therefore to rely on the clergy for teachers.¹²

By the middle of the nineteenth century many notable persons began to appear on the educational scene. Dr. Cecilio Acosta began to write about education, especially elementary education. He emphasized the importance of this branch of instruction in laying the foundation for studies in the university.¹³

The year 1870 marks a bright spot in Venezuelan education. In that year, President Guzmán Blanco earmarked money for public education and under his regime the status of teachers began to improve. A decree of May 9, 1870, created the first obligations on the part of the Government to provide free public instruction. "Where 10 children can be brought together," said Guzmán Blanco, "there must be a teacher and a school. If there is no school then classes should be held under a tree in order that there be not a single Venezuelan who cannot read the Constitution of the Republic."¹⁴

Real progress in education, however, came with the famous project of June 1870, drawn up by Dr. Martín J. Sanabria, which has had such an important place in the cultural history of Venezuela. Through this project schools were put within reach of a greater number of Venezuelans.

The Government sent educators to the United States to study the system of education, and teachers were brought from Germany to staff the schools. Throughout the Republic in this period there was noticeable improvement and progress in education, particularly in Caracas and in the States of Carabobo, Táchira, and Zúlia.

A decree of November 9, 1876, created four normal schools for boys—two in Caracas, one in Valencia, and another in Barquisimeto. The courses were 6 months in length and the program of study included reading, writing, geography, Venezuelan and constitutional history, teaching methods, speech and analysis of grammar, and administration of primary schools. Four years later—in 1880—the two normal schools in Caracas were closed and normal training was given in Cumaná, Valencia, San Cristóbal, and El Tinaco. The course was lengthened to a year and given in national institutes.

Many changes were made in normal training in the next few years.

¹² *Ibid.*, p. 151.

¹³ Dollero. *Op. cit.*, p. 219.

¹⁴ Dollero. *Op. cit.*, p. 224.

Finally, a decree of 1893 created the present Normal School Gran Colombia, which opened on February 20 the same year. Two courses were offered; one was a 2-year course; the other, 3 years. On the successful completion of the 2-year course a certificate of Teacher of Primary Instruction was awarded. The certificate of Teacher of Normal Instruction was given upon completion of the 3-year course. In 1897, the 2-year course was lengthened by another year, a rural normal training course was added, and normal training was divided into urban and rural.

Despite the efforts of Guzmán Blanco to make education available to the people, progress was slow. At the close of the nineteenth century few official primary schools existed, and these were one-room schools. There were two Federal normal schools. Official public secondary education had not been established, nor had headway been made in establishing commercial or vocational education. Furthermore, little provision had been made for supervision of education. The supervisory positions were filled by persons who lacked experience in education and were unfamiliar with the teacher's problems as well as by persons with educational experience. Their time was spent in administration of the schools rather than in supervision of the work of the teachers. The supervisor had charge of the yearly examinations and the collection of money for the sale of tax stamps, at that time the principal source of income for the support of education.

During the next 35 years, public education received considerable stimulus. The first official secondary schools were established in 1909, and the first official programs were drafted 10 years later. Anyone was free to open a school. The Government merely exercised the right to judge the qualifications of an aspirant for a degree, certificate, or diploma by having him submit to an examination before an examining jury. Some institutions had competent teaching staffs and the students received a good cultural background. More, however, were staffed with individuals who had none of the qualifications or training for teaching, but had opened a school as a commercial venture. It was this abuse which, in 1924, resulted in the Government's assuming the regulation and supervision of secondary education which is still in effect.²²

Venezuela's first official commercial schools date from 1912. The first official complete elementary schools, or schools offering the first six grades, were founded in the same year, but little or nothing was done to develop rural education. The position of Special Technical Supervisor was created in 1911 and the incumbent was required to attend to all the schools and institutes of the Republic. In 1915 and

²² Memoria y Cuenta que el Ministro de Educación Nacional presenta al Congreso Nacional en sus sesiones ordinarias de 1944. Caracas, 1944. p. 102-103.

again in 1924 more supervisors were appointed. However, most of them still lacked adequate preparation for their duties, and there was no definite plan or coordination of the work.

A decree of October 28, 1912, created the Normal School for Teachers of Caracas. It opened a year later. This school and the Normal Gran Colombia were the only schools which had primary schools where teachers in training could do practice teaching. This lack of interest in normal training was due largely to the widespread belief that anyone could teach, and that the only function of the public schools was to teach reading, writing, and the four fundamentals of arithmetic.

The first school of arts and trades in Caracas was founded July 5, 1913, by Dr. Felipe Guevara Rojas, Minister of Education.

Gradually more schools were founded. At the end of 1935 there were 1,372 schools supported by the Government, divided as follows: 174 Federal primary schools of 6 grades; 1,175 one-room schools; and 23 night schools; another 789 schools were supported by municipalities, regional governments, and private corporations.²⁰ However, the number was still inadequate for Venezuela's needs.

In 1936 Venezuela's educational system along with other branches of the Government underwent a general overhauling and foreign educators were brought in to help reorganize the educational system. Educational missions came first from Chile, then from the United



Gran Colombia Normal School for Girls, Caracas, with grade school where future teachers get practical training.

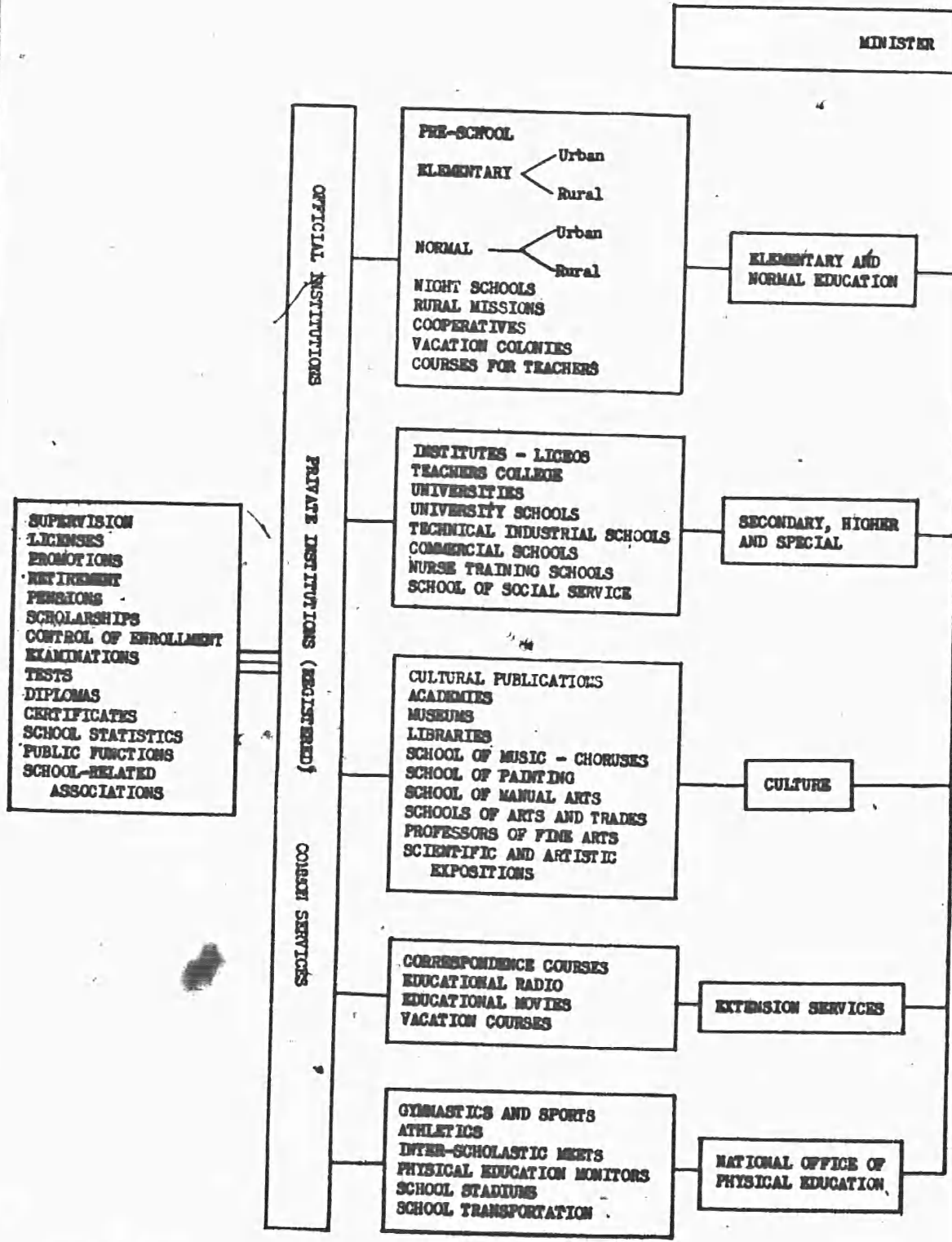
²⁰ *Memorias*, 1944. p. 22.

States, Puerto Rico, and Cuba to work with Venezuelan educators in developing a system of education adapted to the needs of the country.

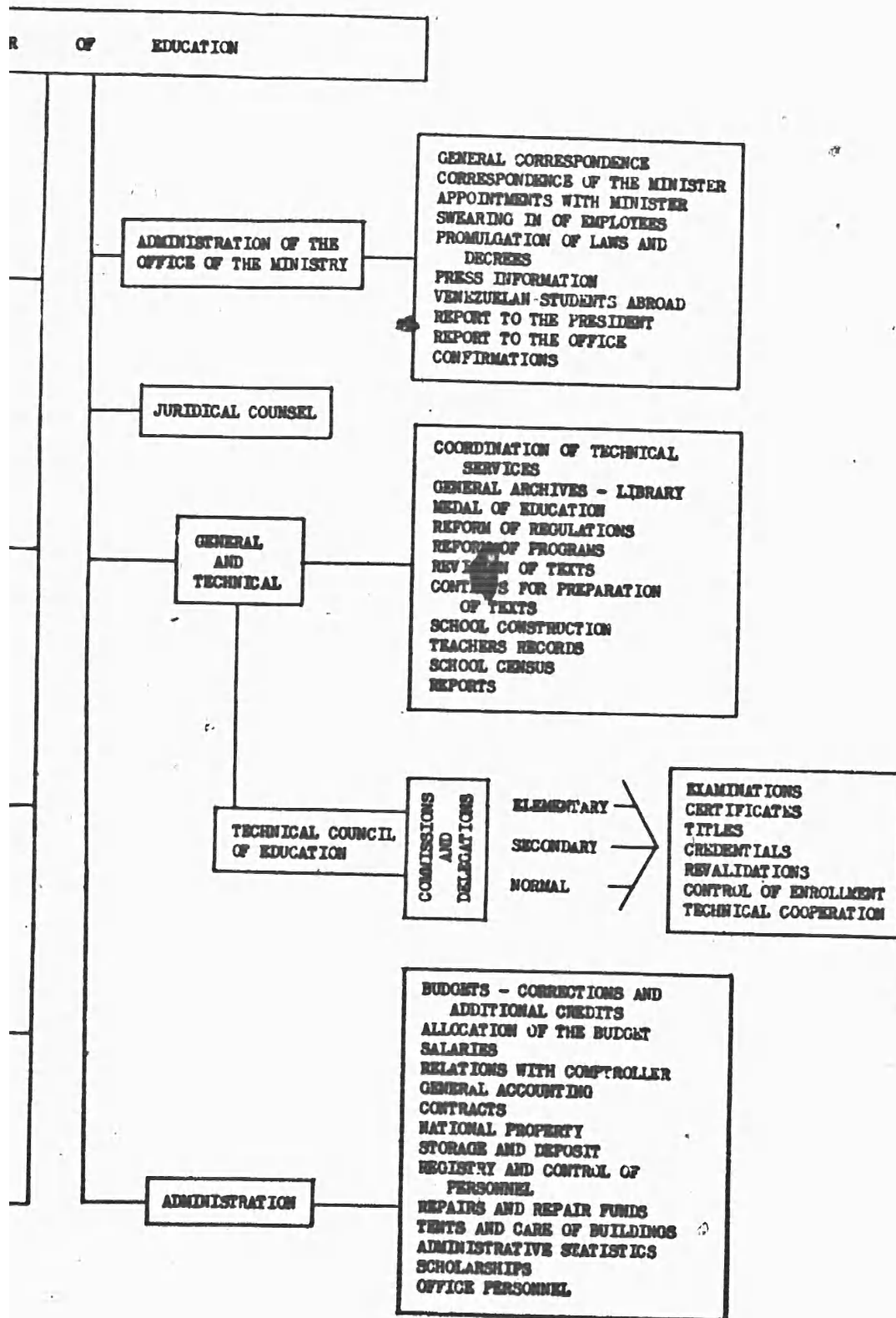
In the next 10 years changes and revisions were made in every branch of education. Details of these are found under the respective sections of this bulletin. In 1940 a new law of education was enacted. A decree of March 1944 created a commission to revise the curriculum and programs of the primary, secondary, and normal schools. These new programs were put into effect in 1944-45 with the understanding that further revisions would be made on the basis of suggestions that teachers and professors might make after trying them out.

The Revolutionary Junta Government which came into power in October 1945 increased the budget for education; raised teachers' salaries; accelerated the school-building program, and emphasized rural, elementary, and vocational education, supervision of these branches of education, and the literacy campaign.

ORGANIZATION OF



OF MINISTRY OF EDUCATION



CHAPTER III

ADMINISTRATION OF EDUCATION

EDUCATION IN VENEZUELA is now centralized in the office of the President. By his power of executive decree the President makes all appointments. The Minister of Education is appointed by the President of the Republic and has cabinet rank. The accompanying chart shows the organization of the Ministry and the activities for which the various departments are responsible. These include: Revising programs of study, formulating regulations for examinations, reviewing texts to be used in the schools, granting scholarships, directing the literacy campaign, appointing all personnel from professors to janitors, approving purchases from laboratory equipment to mops and brooms.

MINISTRY OF EDUCATION

The Ministry has charge of all official schools, except the universities, which are autonomous. In addition to the official schools, the Ministry has charge of the National Library and National Museums, as well as the cultural extension work represented by the National Academies of History, Medicine, Physical and Natural Sciences and Mathematics, and the Venezuelan Academy affiliated with the Spanish Academy.

The Minister is assisted by a Technical Council of six members, two each for elementary, secondary, and normal education. Members of the Council must be Venezuelan citizens, over 25 years of age, who have a diploma and at least 5 years of service in the branch of education for which they are responsible. When it is considered necessary, representatives from Special Education may be added to the Council; otherwise the related functions are performed by the Office of the Ministry of Education.

BUDGET

In his report presented to the Constituent National Assembly in 1947, the Minister of Education said that of every 100 children between the ages of 7 and 14, only 36 were enrolled in primary schools.

The report of the Ministry of Education covering the year 1944 gave the following information on literacy:¹⁷

Age group	Population	With instruction	Percent	Without instruction	Percent
1	2	3	4	5	6
7 to 14.....	787, 812	264, 010	32.2	523, 802	67.8
15 to 19.....	402, 821	190, 427	47.8	212, 394	52.7
20 to 29.....	694, 940	310, 507	44.7	384, 433	55.3
30 to 39.....	466, 747	198, 466	41.4	268, 281	58.6
40 to 49.....	342, 535	125, 311	36.5	217, 224	63.5
50 to 59.....	194, 908	77, 073	39.5	117, 835	60.5
Total.....	299, 463	1, 160, 888	43.1	1, 194, 868	56.9

The concern which the Venezuelan Government has for making elementary education available to its people is indicated in the following budget appropriated for education:

National budget for 1944-45 and 1946-47

Item	1944-45	1946-47
	<i>Bolivares</i>	<i>Bolivares</i>
Interior relations.....	92, 161, 681	106, 937, 025
Foreign relations.....	8, 245, 568	12, 015, 423
Treasury.....	57, 648, 187	64, 795, 400
National defense.....	40, 257, 832	75, 205, 828
Development.....	23, 444, 822	10, 282, 890
Public works.....	175, 749, 742	214, 140, 226
National education.....	28, 512, 539	65, 894, 692
Health and welfare.....	24, 023, 686	55, 205, 773
Agriculture.....	33, 991, 030	63, 327, 590
Labor.....	20, 000, 244	12, 785, 926
Communications.....		44, 614, 778
"Rectifications".....	657, 616	1, 973, 663
Total.....	505, 694, 008	787, 100, 000

¹⁷ Memoria que el Ministro de Educación de Nacional presenta al Congreso en sus sesiones ordinarias de 1945. Caracas. p. 92.

Appropriations for education, 1944-45 and 1945-46

Item	1944-45	1945-46	Percent increase or decrease
1	2	3	4
Ministry.....	1,403,035.00	1,926,230.00	37
Technical board.....	482,100.00	824,040.00	70
Primary education.....	18,744,987.10	19,830,472.00	5
Normal education.....	750,377.45	1,056,780.00	40
Secondary education.....	2,473,636.05	2,280,374.50	21
School dining-rooms.....	64,000.00	64,000.00	-----
Higher education.....	3,177,208.55	4,451,332.00	-----
Institutes for university extension.....	-----	576,620.00	-----
Special education.....	745,899.10	964,682.80	15
Artistic education.....	230,200.00	418,883.35	36
Physical education.....	170,070.55	236,640.00	39
Fellowships and pensions for study.....	485,375.00	585,375.00	20
Social service.....	1,407,497.80	1,663,138.00	18
Rent and maintenance of buildings.....	625,000.00	900,000.00	9
Acquisition for instructional materials.....	180,000.00	1,100,000.00	511
Travel and transportation.....	64,800.00	64,800.00	-----
Libraries.....	19,200.00	7,200.00	67
Printing and official publications.....	100,000.00	94,000.00	9
Allocations to private schools.....	91,258.00	91,258.00	-----
General.....	438,687.20	606,000.00	28
Total.....	31,966,599.50	33,710,683.00	21

Enrollment in schools, colleges, and universities, school year 1945-46

	Federal	State	Municipal	Private	Total
1	2	3	4	5	6
Elementary.....	148,470	90,435	22,602	26,447	310,954
Secondary.....	7,558	-----	-----	5,835	13,393
Normal.....	1,000	448	-----	1,243	2,791
Special:					
Commercial.....	544	1 20	-----	504	1,378
Nurses' training.....	111	-----	78	88	275
Social service.....	60	-----	-----	-----	60
Arts and crafts.....	2,000	-----	-----	(?)	2,000
Teachers colleges, 1946.....	530	-----	-----	-----	530
University:					
(Current) 1945-47.....	3,300	-----	-----	-----	3,300
(Andes 1945.....	476	-----	-----	-----	476
Total.....					

¹ State and municipal.

² No figures.

ORGANIZATION OF EDUCATION

Education in Venezuela is divided into preschool, primary, secondary, normal, special and technical, artistic, and higher.

Venezuela's schools are classified as Federal, State, municipal, and private, according to whether they are founded and supported by the Federal Government, the States, the municipalities, or by private persons or institutions. Education in all of the official institutions is free. Anyone may establish a school, but in order to have its studies recognized for the granting of official certificates, degrees,

or diplomas it must be registered with the Ministry of Education. Schools which wish to be registered, must follow the official course of study and be subject to the rules and regulations which apply to the official schools. Institutions approved by the Ministry of Education must bear the letters MEN (Ministerio de Educación Nacional) on or near the front door of the building, as well as on the stationery and printed matter of the school.

In all educational institutions instruction must be given in the Spanish language. For instruction in foreign languages, the language studied may be used.

Instruction in Venezuelan history, civics, and those subjects related to the bases of the nation must be given by native Venezuelans.

Two hours of religious instruction are provided each week for children whose parents wish them to receive it.

Industrial firms not within a town district and which employ more than 80 workers, 20 or more of whom are illiterate, are obliged to provide a place for a school. If the firm does not do so, it must pay the National Treasury a sum equivalent to the rent for a building to be used as a school.

Industries which regularly employ 100 or more workers and which are more than 2 kilometers from the nearest town must support one or more free elementary schools for the children of the workers and employees. In fact, an industry may be required to provide a school if in the judgment of the government the importance of the industry and the conditions of the town warrant it. In the oil fields and mines, in general, the firm is obliged to support such a school at its own cost. Should the firm not provide the school, it must pay annually to the National Treasury a sum equivalent to that which the State invests for each grade which it creates in the school.

SCHOOL CALENDAR

The school year for all branches of education begins September 16 and ends with the examinations the end of July. The month of August and the first half of September is the vacation period. The President may change these vacation dates for elementary schools when conditions of work and characteristics of the region require it. During that period school is in session every day except the following: Saturday afternoon, Sunday, the period between the Friday before Palm Sunday through Easter Sunday, December 20 through January 6, the national holidays, and those expressly designated by the President.

Usually a period of from 3 days to a week is given for carnival, depending upon the school.

PHYSICAL EDUCATION

Every school in Venezuela, public or private, is required by law to teach physical education and hygiene. In the last century and the first part of the present the physical education given in schools was determined largely by what the classroom teachers knew themselves and by the size of the classrooms. Normal schools taught the theory of gymnastics, while the primary and secondary schools had formal Swedish gymnastics, which some teachers varied by taking pupils on an excursion. Regular physical education was initiated in 1919. It was premilitary and obligatory. The certificate awarded on completion of the course was required for presentation at the official examinations, but only the schools in the capital and some cities of the interior offered physical education.

In 1936 the Ministry of Education created the National Office of Physical Education. At the same time it laid plans for the organization of physical education in the country, conditioned the school stadium, acquired and reconditioned the national stadium, and organized the transportation of children to athletic fields for games and gymnastics. Furthermore, some State governments constructed stadia in their capitals, and interest in athletics and sports greatly increased.

The Office of Physical Education of the Ministry of Education organized periodical field meets between the various institutes, and also organized a course to train monitors of physical education.

In 1944 premilitary education was established and the regulations and program of studies planned in conferences of representatives of the Ministries of Education and National Defense:

The Office of Physical Education of the Ministry planned to intensify and broaden its activities to include the entire Republic instead of only the region within a radius of the capital, and to coordinate the activities of the official schools and private concerns relating to national sports.

Some grade schools, particularly the school in connection with the Normal School Gran Colombia, have adequate classes in dancing and rhythm, and the ballet at the Andrés Bello secondary school is described later in this bulletin.

Sports for girls, such as volley and basket ball, have been emphasized in recent years. Intramural sports are also a part of physical education programs of the schools.

EXAMINATIONS

Regulations for examinations in Venezuela have undergone many changes since 1910. Teachers were first excluded entirely from the examinations which were given by officials of the Ministry or by other

individuals named by the Ministry. Later, teachers gave the examinations, and still later teachers and Ministry personnel collaborated.

Prior to promulgation of decree No. 321 examinations began with the third grade, and were based on questions sent from the Ministry of Education. Two examinations were required yearly—one for promotion from one grade to the next higher, and one to obtain the official certificate of primary elementary education upon completion of the fourth grade. Tests were given during the year as teachers or directors saw fit. Examinations were given by examining boards. A board of two teachers named by the director of the school gave the examinations during the term. Final examinations and those for the certificate of primary elementary education were given by an examining board composed of three members, one of whom was the teacher or professor of the students being examined. Each examiner was required to be a Venezuelan citizen (except in the case of a foreign professor who was obliged to serve as examiner in the subject which he taught), and to have an official certificate, degree, or recognized competence in the branch of education in which he acted as examiner.

Examinations were of three kinds: Written, oral, and practical, depending on the nature of the subject.

To be eligible for the final term examinations, students were required to have an average grade of at least 10 in their semester tests. In grading, each of the examiners gave a grade between 0 and 20, inclusive, as follows: 1 to 10, poor; 11 to 15, good; 16 to 18, very good, and 19 to 20, excellent.

Regulations for examinations affecting all schools below the institutions of higher education were set forth in decree No. 321 dated May 1946. According to the decree, all schools—official and private—are required, beginning with the first grade, to give bimonthly examinations in November, February, April, and June; in addition, monthly tests are required. The bimonthly grade is determined by taking the average of the tests, the daily work, conduct, cooperation, etc., during the 2-month period.

Teachers in official as well as private schools are allowed to promote pupils from one grade to the next from grade one through grade three, and from grade five to grade six. Directors or teachers of official schools may give diplomas in the name of the Minister of Education to pupils who complete the fourth grade (primary elementary required of all Venezuelan citizens by law) and those who finish the sixth grade (higher elementary education), provided they have an average grade for the year of 15 or more. However, all fourth- and sixth-grade pupils of private schools must take the examinations in July before the National Primary Delegation.

According to decree 321, the examinations, which formerly had con-

sisted of written, oral, and practical tests, were changed to a single oral test, supplemented by a thesis or composition, depending on the nature of the subject. Students who have an average grade of 15 or more in their work may, at the discretion of the teacher, be promoted without final examination.

The examining board of official elementary schools is composed of the teacher of the class and two others of the same school; in private schools the teacher and two officials of the Ministry constitute the board.

Examinations to make up failures are permitted only in grades four and six. Secondary and normal schools, according to the regulation, are classified as type I and type II. Type I are those in which 75 percent of the subjects are taught by graduate professors, specialists in the subject. Subjects taught by teachers of language and artistic education are not counted toward making up the 75 percent. Schools classified as type II are those in which less than 75 percent of the teachers are graduates.

In secondary and normal education, the council of teachers of the course or the section have the authority to make promotions corresponding to promotion from one grade to another in elementary schools. The examination consists of a single test, written, oral, or practical, depending on the nature of the subject. The authority to exempt students with an average grade of 15 from final examinations is reserved to type I official institutions and to type I private institutions which are registered in the Ministry. Students who fail in more than one subject in make-up examinations must repeat the entire year.

The examining juries for type II institutions are named by the respective commissions or delegations of the Ministry; those of private schools type I as well as of official schools are named by the council of professors of the school. In both types of schools the professor of the subject is one of the examiners.

Members of the examining jury, except the professors of the school, are paid 4 bolivares for each student in type II schools. This fee is paid partly by the Ministry and partly by the institution, except in schools in which 10 percent or more of the students do not pay tuition; in that case the Ministry pays all the examination fees. Examiners in the other type of schools receive no fee.

Promulgation of decree No. 321 proved to be a controversial issue in that it threatened to convert a technical problem into a political issue. The Government, therefore, by decree No. 344, provided that examinations for promotion should not be held in July 1946. Another decree, No. 380, exempted from final examinations all students in the other branches of education with the exception of those of the Juan Vicente Gonzalez School, an official secondary night school. Because

of their special character this institution and the nursing schools were permitted to proceed as usual with their examinations.

SUPERVISION OF EDUCATION

The Ministry of Education, through its corps of technical supervisors and their assistants, inspects all official schools as well as private institutions which are registered in the Ministry to see that they comply with the Law of Education and its regulations. The supervisors also inspect private institutions not registered with the Ministry, to see that their programs contain nothing prejudicial to public order and national customs, and to see that physical education and school hygiene are taught.

Although the Ministry of Education had long recognized the importance of supervision of elementary education, there were many obstacles to its efficient functioning. It was not only difficult to find people specifically prepared for the work, but the school zones were so large that the lack of transportation made it difficult to visit some of them more than once a year. Some schools in the more inaccessible regions were not visited for years.

After 1936 the work of supervision of education was carefully studied to determine how it could be improved. An executive decree of December 1936 provided for its reorganization and established 22 school zones corresponding to the 20 States of the Union and the 2 departments of the Federal District. A technical inspector was placed in charge of each district, a commissioner in the Federal Territory of Delta Amacuro, and a special agent in the Federal Territory of Amazonas. To aid supervisors who had little preparation for their work, the Ministry of Education made out a minimum program of work to be covered in a year, as well as a schedule of professional improvement, such as the ends they must seek, aims of work, and ways to organize the work. Short courses in supervision were also given in various school zones.

According to the Law of Education, requirements for a technical inspector of primary education are either the degree of bachelor of a secondary school, the diploma of a normal school, or at least 4 years of satisfactory service. Should persons with the specified requirements for inspectors of secondary and normal education not be available, others of recognized competence may fill the positions.

In 1946 the 22 inspectorates were replaced by 21 offices of school supervision, 1 for the Federal District and 1 for each State of the Union. The Territory of Delta Amacuro remained under the State of Bolívar and special commissioners were named to supervise the schools of the Territory of Amazonas. Through this reorganization each office

of supervision has, in addition to the necessary technical personnel, appropriations for travel expenses of the supervisors, for a porter, stenographer, equipment, and the like. There are now 21 general supervisors and 41 assistants in addition to the office personnel.

One of the important changes was in secondary supervision. Ten positions of supervisors were created for the various subjects included in the secondary school program, under the direction of a coordinator of supervision. Supervision of the normal schools was also begun during the year, and supervision of special education was put in charge of some of the supervisors of secondary education. The Service of Supervision of Musical Instruction was also created in 1946.

BUILDINGS

In the last 10 years the Venezuelan Government has undertaken a large construction program to provide school buildings. Little concentrated effort had been put on this problem before 1936.

Until the middle of the nineteenth century individuals often donated houses to be used as schools. Later on, the Government had various types of buildings remodeled for use as educational institutions. During the administration of Guzmán Blanco the old Franciscan convent in Caracas was taken over to be used for the Central University of Venezuela. It was remodeled and a new facade constructed. An exposition building in El Paraiso, a residential section of the capital, was donated to the Hermanos de Tarbes for use as a school. Private schools had their own buildings for the most part. In general, however, public schools were housed in rented buildings which were never intended to be used as schools. Many of them had been residences, with rooms of varying sizes and inadequate sanitary facilities. Many of the schools today still function in buildings unsuited educationally or hygienically for that purpose. Some are so small and overcrowded that classes are held in the patios, thus interrupting the work in the rooms opening off of them. In the first quarter of the present century the military school was built and improvements were made on other schools such as the arts and trades school for women in Caracas.

In 1936, Venezuela gave serious thought to its school-building program. Plans were made to construct 96 rural schools throughout the country, a National Teachers College in Caracas, and normal schools; and to build a stadium and lay out athletic fields to be used in connection with the school program. After careful study it was decided to concentrate on building schools in the cities. By the end of 1943 most of the capitals of the States, as well as many cities and towns within the States, had several new buildings.

The new modern buildings for grade schools consolidated five or

six smaller schools which had functioned in the community. These new buildings are of three types, A, B, C, depending on whether their capacity is for 1,000, 600, or 300 children; each contains 20, 12, or 6 classrooms with capacity of 50 pupils each. Type A accommodates two schools, one for boys and one for girls with separate services but with a common auditorium and library. The personnel include a director, 2 assistant directors, 2 secretaries, 20 teachers of grades, and a professor each for music, manual work, and physical education. Some schools also have a full-time librarian, although few of the librarians have had special training for the work. Type A buildings also have school nurses, a first-aid room operated by the Red Cross, home economics laboratories, and in some cases small museums. Many have lunchrooms or canteens where children and teachers may buy refreshments during the recess periods, but few furnish lunch at noon. The schools also have a staff for janitorial service. Most of the schools have gardens and many have animals which the children care for.

School hygiene and the school-lunch program is under the Department of Public Health and Welfare.

In 1944 construction was begun on the University City located away from the business section of Caracas, in a little valley surrounded by hills and bordered by a park of mahogany trees.

The group of medical buildings will include an 11-story, thousand-bed hospital. At the end of 1946, construction on a number of the buildings of the medical group and of the engineering school was well under way. The plan for the University City includes buildings to house administration offices, library, auditorium, schools of engineering, law, architecture, and music, chapel, restaurant, dormitories, a club and residence for professors, schools of medicine and nursing, technical industrial schools, service buildings, and athletic fields.

Another of the large building projects is construction of the Agricultural Institute and Experiment Station for research and teaching at Hacienda El Limón, near Maracay. The property includes 6,000 acres, and the design and construction of the buildings are in the hands of the Ministry of Public Works. By early 1947, 20 buildings were nearing completion: Soils, entomology and phytopathology, agronomy and agricultural engineering, seed storage, chemistry, genetics, faculty of agronomy, central administration agriculture, zootechnics, veterinary surgery, veterinary medical-dental school, veterinary infectious diseases, veterinary pharmacy, animal breeding, dormitory, general administration, and shops and warehouse. In addition to a lecture hall, auditorium, and library, there will be more than 60 residences for the staff. Each will have an acre of ground and face a center park avenue. There will also be an apartment house

for use by visiting professional people. More buildings are projected, although plans have not been completed.

A new military school is also being built on the outskirts of Caracas. The buildings include dormitories for officials and cadets, classrooms, library, book and stationery store, laboratories, military museum, and a hall of honor.

MATERIALS AND EQUIPMENT

Lack of materials and equipment has seriously handicapped instruction in many of Venezuela's schools. This is particularly true of those in the interior although it applies also to some schools in towns and cities. Many lack textbooks, maps, charts, and libraries. In 1944 in some states 80 percent of the children enrolled in school had no desks. Many schools had no water filters and sanitary conditions were bad. For manual training, only a few in each class have materials to work with. In contrast to these are some of the modern schools in Caracas which have well-equipped manual training shops and home economics laboratories. The pupils have textbooks, and each grade has collections of materials for classes in science and social studies. However, some of the newest buildings had been unable to equip their laboratories and furnish their classrooms due to the difficulty of having orders filled during the war.

Finally the Venezuelan Government appealed to national industries to supply some of the furniture. Metal and some wooden furniture was turned out with varying degrees of success, but the urgent need for furniture led to the development of a new industry for the country.

TEXTBOOKS

The Ministry of Education exercises control over the texts used in the schools. Each year the Ministry publishes a list of texts approved by it to be used in the official schools and another list of books which contain errors or attacks on Venezuela which may not be used either in official schools or private schools approved by the Ministry. Anyone interested in having a text approved for use in the schools sends two copies for review by the Ministry. Editors and publishers have cooperated with this policy, not only to avoid publishing anything prejudicial to the country, but to avoid pedagogical errors and thus help to raise the standard of education.

Books are classified in three categories: Those authorized; those prohibited; and others which although they do not contain errors that would justify prohibiting their use have errors which would justify withholding authorization for their use.

A controversy regarding the use of textbooks has long existed in

Venezuela. In most instances the decision whether or not to use a textbook was left to the individual teacher. The teachers who do not favor the use of textbooks usually have the pupils write in notebooks material that is either dictated or copied from the blackboard. This procedure was most evident in secondary and normal schools, although it also exists in the lower primary grades. Many teachers criticize this system on the ground that children often misunderstand and put down incorrect statements.

The teachers who favor the use of textbooks usually require the students to use the exact language in recitation, which results in memory work.

Contests are often held in which teachers and professors enter texts they have written. Publication facilities are limited in Venezuela, and texts published in other countries are imported. Most of the foreign published texts are from Argentina, which has a flourishing publishing industry.

CHAPTER IV

PRESCHOOL AND ELEMENTARY EDUCATION

KINDERGARTENS

PRESCHOOL EDUCATION is that provided for children between the ages of 3 and 7 years. In 1946, Venezuela had 10 kindergartens in official schools. The kindergarten in the elementary school in connection with the Normal School Gran Colombia had been reorganized and was used as a model where teachers from other parts of the country as well as from Caracas came to observe the work. The kindergarten is attractively furnished, and the children have much freedom in planning the work and carrying out various projects. The group was entirely natural in greeting visitors and in explaining their work. There is a garden beside the classroom and the children help care for the ducks, monkey, and other animals that are kept there from time to time.

A course in kindergarten methods to prepare teachers was given in the late afternoon in the same school. Many municipalities provide playgrounds with teachers in charge. These playgrounds for the most part are well equipped and have good attendance. A number of them, particularly the one in San Cristóbal, have beautiful flower gardens. Remarkable results seem to have been accomplished in getting the children to enjoy and appreciate the gardens and to help preserve them.

The Government is planning to increase the number of kindergartens as well as to provide training for teachers. In 1946-47, a teacher was sent on a scholarship to study kindergarten methods in the United States. The Child Council (Consejo del Niño) also maintains kindergartens. (See p. 35.)

ELEMENTARY SCHOOLS

Elementary education is divided into two cycles. The first cycle—primary elementary education—includes the first four grades which are compulsory for all residents of the Republic over 7 years of age. The second cycle includes the fifth and sixth grades. The schools which correspond to these cycles are called incomplete or complete depending on whether they offer four or six grades. Although the methods of teaching may vary, the course of study in these schools is similar to that followed in primary and elementary schools in the

United States. The school day in all elementary schools is 5 hours long. Some school sessions run from 8 to 11 in the morning and from 2 to 4 in the afternoon; others from 9 to 11:30 in the morning and 2 to 4:30 in the afternoon.

The class schedule may also vary according to the discretion of the director and the teachers. As a rule, the more difficult subjects are included in the morning program.

In primary elementary, or grades one to four, the following subjects are given: Spanish, arithmetic, metric decimal system, sciences, hygiene, moral and civic education, geography of Venezuela, history of Venezuela, drawing and manual training.

In the fifth grade, the subjects listed above are given with the addition of world geography and American history.

In the sixth grade, or last year of higher elementary education, world history is given in addition to the subjects listed above.

Teaching of foreign languages is not required in elementary schools.

Many one-room elementary schools still exist in towns and the outskirts of cities, as well as in isolated, sparsely populated regions of the country, where children of both sexes attend and complete the second or third grades. Some teachers, eager to provide more educational opportunities for their pupils, have given fourth-grade work in their schools. Although these schools follow the same official program of work as the complete schools, the methods vary according to the mental and physical development of the pupils. In many of the incomplete urban primary schools, the director must take charge of one or two grades in order to prepare the pupils to receive their certificates of elementary primary education. Often, too, the lack of teachers makes it necessary for the director of a complete school to teach in the fifth or sixth grades and little time is left for supervision and administration.

In recent years Venezuelan educators have given much thought to improving elementary education. How to introduce more modern methods of teaching and how to make the school a place where children would have the proper atmosphere in which to develop mentally and physically were the principal problems which concerned them.

To realize these aims, the experimental schools were established. A decree dated January 14, 1938, created the first of these schools, which was directed by Dr. Sábas Olaizola, well-known Uruguayan educator. The school was named José G. Artigas, for the national hero of Uruguay. The results obtained in the school were so satisfactory that the Ministry of Education decided to offer a course for teachers in methods used in the school. In August 1938 the first course on the "value of the new school and methodology of the centers of interest" was given in Caracas. Teachers from all over the Repub-



**Supervised study in the first grade of elementary school.
Concordia Labor Camp.**

lic enrolled and from among them was selected the staff of the Experimental School Venezuela, the next one opened. In it work demonstrating centers of interest was carried on, and modified to suit the circumstances until the methods now employed in the experimental schools of Venezuela were finally developed.

In the experimental schools the activities develop in global form. Beginning with second grade the subjects are based on the child's daily experience. The subjects are divided into groups with teachers who are specialists in the materials over each group; thus the school becomes a classroom, shop, and laboratory instead of one of isolated grades. The experimental schools aim to develop the child's ability to observe, investigate, and evaluate information.

Step into one of the schools in Venezuela which is following the programs developed in the experimental schools and you will see how far some of the schools have come in modernizing their programs. Everywhere there is activity. A group of children is in the garden planting lettuce and radishes. Another group is feeding the ducks and chickens, while a monkey hops about in his cage chattering for his lunch. Nearby several children are talking to a blue and green parrot. In the workshop the fifth-grade children hand over charts and posters showing the progress of their month's study of the malaria-control campaign while one of the group explains their work to the visitor. Another child steps forward and invites the visitor to return on Friday to the cultural program where this group will present their work of several weeks to an audience of other grades, parents, and friends. On the walls of each classroom are wall papers, the grade newspaper which has cartoons, editorials, essays, poetry, and jokes aimed at both teachers and classmates. These wall papers are changed each week and as a new edition comes out the last is filed to be bound at the end of the school year into a permanent volume. On the shelves are various exhibits which reflect the interest of the class.

Some time during the morning the music teacher comes and the grades from third on have their choral work. Many of the songs are folk tunes arranged by Venezuela's composers, as well as classical songs. Several times a week the pupils go to the athletic field to play volleyball, basketball, practice for track and other sports in which Venezuelan young people are showing an increasing interest and ability. Rhythm is an important part of their schedule, too. Sewing, home economics, and shop work are also on the program for the week.

Student government is modeled on the Federal Government with a president and ministers for each grade. The meetings of the ministry are lively affairs. An announcement is made over a public address system. The president of the sixth grade, together with her ministers are to meet in the patio where 21 trees grow, one for each of the American Republics. Today they place the flag on the tree named for the United States and the president makes a cordial address of welcome to the visitor from that country. At a table near the Red Cross room sits a sixth-grade girl wearing a red cross on her arm band. Before her is a book and in it you will read that that morning Manuela from the fourth grade was treated for a scratched knee; that José from the sixth grade was given aspirin for a headache; and that Lolita from the kindergarten had her cut finger bandaged.

Strains of music sound the signal for recess, and a wave of chattering children surge into the refreshment bar, where the cooperative service sells cookies, candy, peanuts, crackers, and soft drinks.

Each week on Friday afternoon or evening a group of grades takes

charge of a program to which the parents and friends are invited. In it they explain the unit of study on which they have concentrated during the past weeks or month; show charts which they have made; sing songs appropriate for the subject; make speeches; perhaps put on a play composed by the class.

Within a few blocks of some of Venezuela's schools housed in modern buildings and following modern methods of education are others which contrast sharply not only in the physical plant, but in method and general atmosphere. Some of the schools are housed in what were once private residences. The rooms are small, the lighting bad, the ventilation poor. Some of the buildings are so crowded that classes are held in the patio before the open door of the classrooms. The sanitary facilities are inadequate for the number of children, there is no provision for playgrounds. In many schools the materials are as inadequate as the building. Perhaps there is but one copy of a science book for the entire school. The teachers get their material from this, dictate it to the children who write it in their notebooks, memorize the material, and next day recite it from memory with little if any class discussion.

Not all the new schools follow modern methods of teaching; neither do all the schools housed in old buildings have poor teaching. There is always the exception where in an out-of-the-way village there are inspired stimulating teachers. The Ministry of Education hopes to have the ideas and practices developed in the experimental schools adopted in other schools of the Republic.

The foreign oil companies operating in Venezuela maintain elementary schools for children of the employees as required by the Law of Education. (See p. 18, ch. III.) Most of these schools are housed in modern buildings; have well-equipped classrooms and a trained corps of teachers; and follow the official program of studies. A number of them offer classes in the evening for adult workers, and have also done effective work in the country's literacy campaign. In 1946, a petroleum company also offered first-cycle secondary work in one of its schools.

In addition to the schools for children of the Venezuelan employees, the companies also provide schools for children of foreign employees which follow the Colorado State course of study.

The Campo Alegre School in Caracas is an American school which follows the Colorado State course and offers kindergarten training and the first eight grades. The staff of teachers is from the United States and most of the children are English-speaking, although there are children from the diplomatic corps in Caracas, and from Venezuelan homes. The school is small but attractive in appearance, and has an extensive activity program.

RURAL EDUCATION

Rural education as such is of relatively recent development in Venezuela. General interest in a real program of rural education began with a Presidential decree of December 21, 1935, which provided for construction of 100 rural schools. Ninety-six were constructed in the next 5 years. Another important step in rural education was taken in 1936 with the creation of the National Board of Cultural Cooperation. Among its aims were the study and application of the best means of developing culture and education, especially among workers and rural population and help in organizing and coordinating the individual efforts of these groups. The same decree also provided for cultural missions and ambulatory schools as an indispensable part of the program. At the same time the President sent a commission of teachers to study Mexico's rural education system with the idea of adapting it to Venezuela.

A decree dated August 11, 1937, created the rural school mission to help solve the problem of the large number of Venezuelans who were outside the margin reached by schools. Each mission was composed of four persons—a director, and one teacher each of the agriculture and manual arts, and a hygienist. They were sent to the western, eastern, and central parts of the country to orient the work. A year later in September the Rural Normal School El Macaro was opened. In November 1938 the first rural centers were created.

It soon became evident that one of the obstacles to the smooth functioning of these missions was the lack of trained personnel. Members of the rural missions were then transferred to El Macaro, the rural normal school, for training. When they had completed their training they were used to form staffs for complete and incomplete rural missions, the distinction being based on the number of persons in the mission. These missions worked within the school zone where they acted as assistant inspectors. In this way the Ministry hoped to help solve the problem of inspection which was made difficult by the fact that many schools were located in the interior and at such great distances that it was impossible to visit them with any regularity. The missions were transferred from one zone to another.

Meanwhile the Ministry of Education began to make a careful study of various regions in order to draw up a plan of action. The study took into account such aspects as the number of inhabitants, the means of transportation and communication, the agricultural, commercial and industrial production, and existing rural industries and occupations. So far as the Ministry was concerned, the primary aim of rural education was to draw the rural adult and child into the cultural and socio-economic life of the nation.

A program of work to accomplish this aim was undertaken in the four schools which then existed—Los Dos Caminos, Las Adjuntas, El Hatillo, and Punta de Mulatos. A practice school, Tamanaco, named for the Indian chief who fell in battle against the Spaniards in 1578 at the edge of Caracas, was also founded. The school had a double purpose: It was to be a center of experimentation for programs which would be used in the rural schools of the country, and a school where teachers of the interior could come and observe the work.

By 1939 the existing rural schools were classified as complete, incomplete, and one-room schools. These were studied by the Ministry of Education in order to determine which type was best suited for rural education. Rural teachers met weekly in the school at Tamanaco to discuss their problems and work out a program for the new rural schools. From these discussions came the organization and programs now in use and the regulations for rural education contained in the Education Law of 1940. Still another result of these meetings was the Ministry's decision to define primary schools as urban and rural and to have the fifth and sixth grades of elementary rural schools as farm schools, a type of higher elementary rural school.

This division of elementary schools into urban and rural was hailed by many Venezuelans who had criticized the official system of education on the ground that it ignored the fact that Venezuela was essentially a rural nation. The creation of the rural schools, they felt, would give to the country men better able to develop the great potential wealth of the land.

In August 1948 the rural missions were reorganized on the basis of experience gained. Five rural circuits were formed and each was given a certain number of one-room schools. Rural school missions were distributed among the different rural circuits. Thus these schools which had formerly been under the school zones were now controlled, organized, and directed by the rural circuits.

The complete schools, or those of six grades, have four sections—classroom, manual work, agriculture, and domestic science. Each section has its own teacher, and the pupils rotate among them. The classroom teacher teaches reading, writing, Spanish, and social studies and has charge of the theater, the wall newspaper, and daily bulletin. In addition to manual training, the manual arts teacher teaches mathematics and has charge of the school cooperative. The agriculture teacher teaches natural science, and supervises work connected with the school garden, and with the care of the rabbits, pigs, chickens, bees, and any other animals the school may have. The teacher of domestic science also teaches hygiene, manners, dressmaking, and has charge of the home economics laboratory. The day's schedule is sufficiently elastic to permit change as occasion demands.

The cooperative is an important part of the rural school. Vegetables, chickens, rabbits, and anything produced at the school is sold in the cooperative store which is in charge of a committee of the pupils. Through the school's daily bulletin, the mural newspaper, and the theater, culture is brought to the rural adults as well as to the pupils. The parent-teacher association of many of the rural schools takes much interest in the school, and helps make its work better known and appreciated in the community.

The incomplete schools—those with four grades—and the one-room schools do not have such a full program as that described above. These schools have two teachers—a director in charge of the manual shops, agriculture, and related subjects, and a teacher who is responsible for the classroom work, domestic science, and related subjects.

In the section on agriculture (see p. 57) further work being done in rural areas is described.

SCHOOL HEALTH AND CHILD WELFARE

Services for school health and the institutions of child welfare, such as the observation center and the preorientation institute at Los Teques are under the Ministry of Public Health and Welfare.

Health centers are located in a number of city schools, each with a full-time nurse in charge and doctors on part time. Children are given complete physical examinations every 2 years, except those whose conditions warrant more frequent examination, such as the undernourished. However, yearly examinations are made of heart and eyes and for tuberculosis. In 1946 Caracas had 14 school health centers each with a nurse in charge and the services of 7 doctors who examined the children. Because the hospitals were so crowded, tonsillectomies and similar operations were performed at some dispensaries which had a few rooms set aside for this purpose. These operations are free for those who cannot pay. In some of the secondary schools, the school cooperative pays for medical care, including hospitalization of students who are unable to pay.

The dining-rooms where lunches are served 6 days a week are also maintained by the Ministry of Public Health. The lunch program began first with a glass of milk for each child. This, however, was insufficient because it was necessary to supply food which their home diet lacked.

Camps for children are also maintained for those needing special care. Emphasis is placed on a vocational program—gardening, care of animals, and shop work—as at the institute at Los Teques.

A number of orphanages maintained by private groups, particularly

Catholic nuns and brothers, get partial support through scholarships given by the Government. Most of these schools emphasize vocational education in an effort to make the children self-supporting. Gardening and shop work make up a large part of the program of studies for boys; while those for girls concentrate on cooking, sewing, embroidery, and other types of handwork. In some orphanages each grade has a garden, and the proceeds from the sales are kept in a fund and divided among the members when they leave school.

The Child Council (Consejo del Niño) created in 1936 to coordinate and control all work in maternal and child welfare, is under the Ministry of Public Health and Welfare. It has established nursery schools for children of working mothers, maintains a number of kindergartens, and supervises the placement of orphaned or neglected children in foster houses. The Child Council maintains an institution for juvenile delinquents on Burro Island in Lake Maracay. The children who are sent there are first screened at Los Teques. Members of the Child Council staff also work in the juvenile courts, make family and community visits, and give legal assistance. In 1947 the budget for the Child Council was increased from 200,000 B's to 2,200,000 B's (about \$733,333). One of the difficulties is to get trained personnel for the many types of child-care work.

VENEZUELAN INSTITUTE FOR THE BLIND

The Institute for the Blind, founded in 1936, functioned first in a small, uncomfortable house, but was moved soon to a large modern building, in more or less rural surroundings in the suburbs of the capital.

Since its founding it has developed many activities which serve to give the pupils a cultural background as well as to train them in some work which would be a means of earning a living. A band not only serves to entertain the pupils while in school, but may also be a means of earning a living once its members have left the school. The Institute has a glee club. The blind learn to manipulate complicated apparatus, weave textiles of various designs and colors, some of which have won a diploma and gold medal in the Exposition of Venezuela Industries.

Teachers sent from the Ministry of Education and a blind teacher have charge of primary instruction. Three teachers using the Braille system teach the 20 pupils, who learn to write longhand as well as to type. Pupils graduated from the upper elementary course in the Institute for the Blind have gone on to enter secondary school, for example, the Liceo Fermín Toro. Others hold jobs and support themselves. Two work as telephone operators.

SCHOOL FOR THE DEAF AND DUMB

This school was founded in 1940 and is maintained by the Venezuelan Council of Children in a village just outside Caracas. Children enter at the age of 7 years. The school day is from 8:30 in the morning to 4:30 in the afternoon, and the children have lunch at the school. In 1946 the enrollment was 30. Due to poor transportation facilities the attendance was very irregular.

The director of the school trained in Spain for the work. He has one assistant. The school has a workshop where the children make toys, bind books and notebooks, and do paper construction work. There is little equipment for recreation.

CHAPTER V

SECONDARY EDUCATION

ORGANIZATION

SECONDARY EDUCATION is made up of two cycles. The first cycle of 4 years provides general scientific and humanistic education. The certificate of higher elementary education is a prerequisite for enrollment in the first cycle. The certificate of competency in general secondary education is granted on completion of the first cycle and is required to enroll in the second cycle. The second cycle of 1 year prepares the student for the university and offers an opportunity to specialize either in philosophy and letters, physical sciences and mathematics, or in biological sciences.

In addition to the subjects listed in the program for secondary schools, special courses may be offered in art, commerce, industry, agronomy, and similar branches, provided that they do not interfere with the required program. Secondary schools for girls which have 10 or more students must offer courses in domestic economy and child welfare.

DEVELOPMENT

Since 1909, the year that public secondary education was established in Venezuela, this branch of education has undergone many changes in an effort to have it meet the needs of the nation. In 1937 pedagogical missions were brought from Chile to assist Venezuela in organizing her educational work. In 1940 the Ministry of Education recognized the fact that although Venezuela was essentially an agricultural and mining country, the educational system did not prepare people needed in these fields. Development of courses of specialization met one of the most urgent needs, and made possible revision of the content and orientation of the first 4 years of secondary education.

Another change was the addition of a second cycle. For many years 4 years were considered sufficient to prepare students for the university. And preparing for the university was the chief purpose of the secondary school. However, in 1930 the rector of Central University in Caracas urged creation of preuniversity courses on the ground that the 4-year course did not provide adequate preparation for the university. The Law of Education of 1940 provided for a

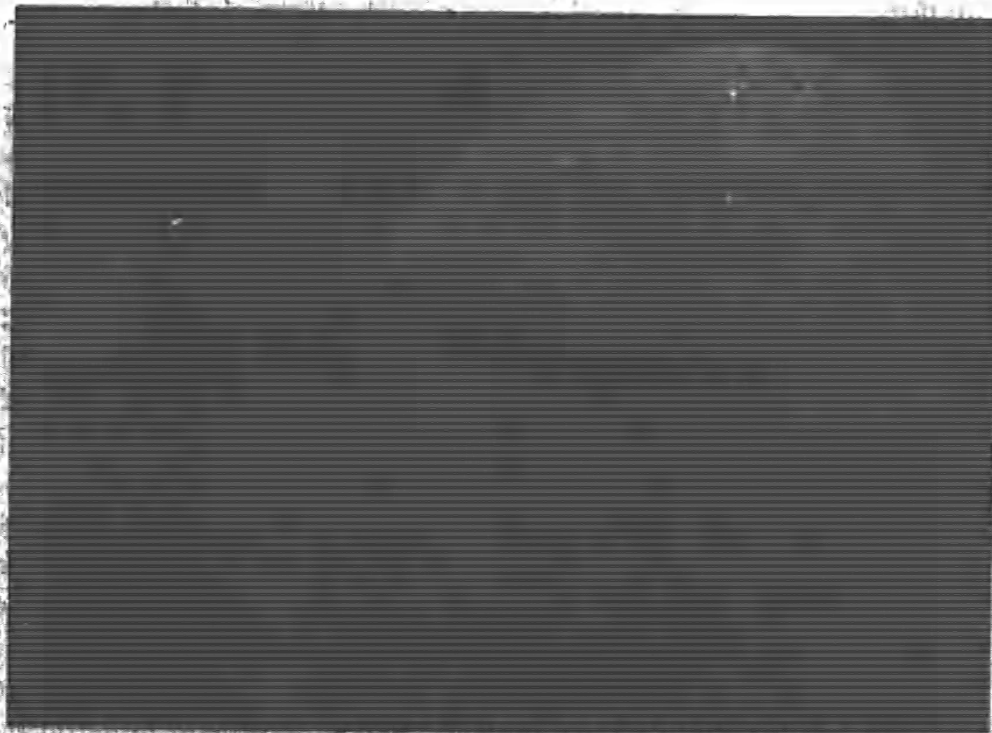
second cycle in secondary schools which was offered for the first time in 1943-44.

The decision to add a second cycle precipitated lengthy discussions over whether it should be of 1 or 2 years. The Ministry of Education favored 1 year for a number of reasons. One was lack of space. Everywhere, except in San Cristóbal and Maracaibo, the buildings were inadequate even for the first cycle. Lack of laboratories and teaching materials and equipment was even more serious than lack of buildings. Scarcity of competent professors to staff a 2-year second cycle was also a strong argument in favor of limiting it to 1 year.

In 1943 the National Congress approved the establishment of evening schools in which secondary education courses were made available to a large group of people who could not attend during the day.

In 1944 another step toward improving secondary education was taken. A Presidential decree of March 1944 created a Special Technical Commission to revise the curriculum and programs of all the schools. This resulted in modifications in designation, number, and distribution of years of study for different subjects. These new programs of study were put into effect in 1944-45, and the teachers and professors were asked to suggest further revisions after they had tried them out.

The interest which the National Government has shown in second-



Miguel Antonio Carr, Normal School for Boys, another of Venezuela's fine new modern school buildings.

ary education is indicated by the increase in appropriations, as well as the increase in the number of schools providing secondary education. More and more young women are also enrolled in secondary education.

In the past few years the percent of students graduated from the elementary schools who enter the secondary schools has decreased. A number of reasons account for this: an increasing number of elementary graduates must leave school to earn their living; secondary schools lack space for them; there are more opportunities today for students to enter other postprimary schools, such as commercial, industrial, radiotelegraphic, arts and trades, and plastic arts, where they may more quickly prepare themselves for commercial positions.

Official secondary instruction is given in liceos and Federal institutes. Liceos are located in the larger cities and towns, usually have a large student body, and offer the regular 4-year course of the first cycle. In 1948, 26 official institutions offered secondary education. In nine of these the second cycle was given. The Federal institutes are usually located in small towns, have fewer students and repeat the same course each 2 years. As these institutes develop and gain more importance they become liceos. Sixteen of these institutes functioned in 1946.

In recent years the Ministry of Education has shown much interest in developing extracurricular activities in the secondary schools as a means of developing closer understanding between the students and professors and a greater interest in the school. Many schools have student clubs, associations of professors and students, theaters, choral societies, and other groups which associate because of similar interests.

One of the well-known public secondary schools of Venezuela is the Fermin Toro which in 1946 moved into a modern building near the Silencio section of the city. The extracurricular activities are one of the interesting aspects of the school. A well-known dramatic coach of Spain trained its school theater group which presented plays based on some of the old Spanish comedies; plays were also composed by students. These played in the theater, then were taken to different parts of the city where the streets were roped off and the plays put on in the street. It is the plan of the school to take these plays into the villages of Venezuela during vacation periods.

The choral work was as interesting as the theater. Under the direction of a well-prepared music director the members of the group were composing, arranging, and adapting music based on the folklore of the country, and developing a music essentially Venezuelan.

The school newspaper had a wide-awake staff, and the mural papers reflected the students' facility in writing, particularly poetry and essays, their interest in current events, their talent in art, particularly

in cartooning. That the young people in the school felt a responsibility for helping solve some of the country's problems is shown by their work in the literacy campaign described later on page 62.

The Liceo Andrés Bello, another of Venezuela's modern public schools, within the last 2 years has introduced instruction in ballet dancing under the directorship of two young Argentine teachers formerly members of the original Ballet Russ. In addition to the actual dances the course includes classes in the history and appreciation of the dance (ballet), and classes in pantomime and make-up. Now and then phonograph concerts are given to explain the music of the ballet. In connection with the course in ballet, classes are also given in designing and making costumes, scenery, and stage sets.

PRIVATE SECONDARY SCHOOLS

The Venezuelan Government has encouraged the development of private secondary schools. Those which offer the official programs indicated by the Ministry of Education may be registered in the Ministry and their graduates are granted the official degrees and diplomas.

Some institutes are supported entirely by private efforts. Others are partially or totally maintained by municipalities or State governments.

Although the private schools may be organized according to the same regulations and direction as the official schools and are subject to inspection by the Ministry of Education, there is much variation in the quality of their work. This is due largely to the teaching staff, many of whom are professional people, such as lawyers and doctors, with whom teaching is incidental. Many of them teach in a number of different schools, and thus spend little if any time outside of actual class period in the buildings. In his *Memorias of 1946*, the Minister of Education said that although a school might be approved by the Ministry it was impossible to watch over all that took place in it, and for this reason abuses took place which it was the obligation of the citizens to make known.¹ In general, the buildings, equipment, and material are not so good as in the official schools.

Caracas has a number of well-known Catholic schools both for boys and for girls. Among the important schools for boys are Colegio San Ignacio (a Jesuit school), La Salle Colegio, Instituto San Pablo, Colegio San Francisco de Sales under the direction of the Salesian Fathers, and the Colegio Sagrado Corazón on the outskirts of the city. The Liceo Santa María is a nonsectarian school for boys. All of these

¹ *Memorias 1945*. p. 180.

schools offer both elementary and secondary education and are all registered in the Ministry of Education.

One of the best-known Catholic schools for girls is Colegio San José de Tarbes under the direction of French nuns. Formerly graduates from the school received the diploma of French teacher signed by the Minister of Education of France. Colegio Santa Rosa de Lima is under the direction of Spanish nuns. The Colegio Católico Alemán was founded by a German, but in 1930 the name was changed to Colegio Católico Venezolano. There is also a Colegio Santa Marfa for girls, which is nonsectarian. All of these schools offer elementary and secondary education and have courses in normal training.

Plan of studies for secondary education

Subjects	Number of hours of classes each week, by year and field						
	I	II	III	IV	Philosophy and letters	Physics and mathematics	Sciences and biology
1	2	3	4	5	6	7	8
Spanish and literature.....	4	4	3	3	4	-----	-----
Mathematics.....	4	4	4	3	-----	8	-----
Biological sciences.....	3	3	-----	3	-----	-----	8
Mineralogy and geology.....	-----	-----	-----	-----	-----	3	-----
Chemistry.....	-----	-----	3	3	-----	4	5
Physics.....	-----	-----	3	3	-----	5	3
Geography of Venezuela.....	-----	-----	3	-----	-----	-----	-----
History of Venezuela.....	-----	-----	-----	4	-----	-----	-----
World geography.....	-----	4	2	-----	-----	-----	-----
World history.....	3	3	3	-----	-----	-----	-----
Latin and Greek roots.....	-----	-----	-----	3	4	-----	-----
English.....	4	4	3	3	4	4	4
French.....	3	3	-----	-----	4	4	4
Philosophy.....	-----	-----	-----	4	5	-----	-----
Artistic education.....	3	2	-----	-----	-----	-----	2
Drawing.....	-----	-----	-----	-----	-----	2	2
Social sciences.....	-----	-----	-----	-----	5	-----	-----
Total number of subjects.....	7	8	8	9	5	6	5
Total number of hours.....	24	27	24	30	22	26	22

¹ In the fifth year, either French or English may be chosen.

CHAPTER VI

SPECIAL EDUCATION

INSTITUTIONS of special education are those which offer industrial and commercial training, arts and trades, nurses' training, schools for midwives, and any institution which the President may create in the future for specialized education. The schools of arts and trades for men and the Industrial Training School aim to prepare skilled workers in special trades and to train foremen for factories and other industrial plants. The schools of arts and trades for women give vocational and technical training in trades and manual arts.

COMMERCIAL EDUCATION

Although the first commercial schools in Venezuela were established in 1912, the Ministry of Education did little to develop this branch of education for the next 25 years. The budgets for it were small, the teachers poorly paid and inadequately prepared. There were no official programs and little coordination of the courses. The equipment was inadequate and usually in bad repair.

Since 1938, however, greater emphasis has been placed on commercial education. The 1946-47 budget for this branch of education was increased more than 28 percent over the 1945-46 budget. The official commercial schools offer a 2-year course leading to the Diploma of Competence in Introductory Business Studies. The 2-year course is a prerequisite for enrollment in the 1-year course for commercial secretaries, as well as for the 2-year course for which the Diploma of Business Administrator is granted. Entrance examinations are now required for admission to the commercial course, and this fact has done much to raise the standard of this branch of education. The program of studies for commercial education follows:

Graduates of the course in business administration must be able to take a minimum of 80 words of shorthand per minute and transcribe them at the rate of 40 words per minute with 90 percent accuracy. They must have an active vocabulary of 2,000 English words and know the meaning of 4,000 words. They must have aptitudes in accounting and banking, and have a knowledge of customs' regulations, law, and finance.

Directors of commercial schools have pointed out that the youth

Plan of studies for commercial education

Subjects	Number of class hours per week, by course and year				
	Introductory business course		Secretarial	Business administration	
	I	II	III	III	IV
1	2	3	4	5	6
Spanish.....	5	5	5	.....	.....
English.....	4	4	4	4	4
French.....	.....	.....	.....	5	5
World history and geography.....	.....	.....	.....	.....	.....
American history and geography.....	3	.....	.....	.....	.....
Geography and History of Venezuela.....	2	2	.....	.....	.....
History of commerce and economic geography.....	.....	3	.....	.....	.....
Business arithmetic.....	5	.....	.....	.....	.....
Accounting.....	.....	5	.....	3	3
Penmanship.....	2	.....	.....	.....	.....
Typing.....	3	3	3	.....	.....
Shorthand.....	4	4	4	.....	.....
Business correspondence.....	.....	2	2	.....	.....
Common law.....	.....	.....	.....	2	.....
Elements of political economy.....	.....	.....	.....	3	.....
Elements of finance and financial legislation.....	.....	.....	.....	.....	3
Elements of statistics.....	.....	.....	.....	.....	2
Applied physics and chemistry.....	.....	.....	.....	3	3
General secretarial practice.....	.....	.....	3	.....	.....
Business practice.....	.....	.....	.....	6	6
Total hours a week.....	28	28	21	26	26

of 18 or 20 graduated from the 4-year course with the title of business administrator would not have the ability of a businessman with years of experience; that theory cannot take the place of years of experience; nor can a school give the discipline of an actual position. However, the course aims to give the student the basic knowledge necessary for modern business practice.

The official commercial schools also offer night classes. To enter, the student must be 16 years old, have at least the certificate of primary elementary education (fourth grade), and not be enrolled in any other school. The night courses are 2 years in length and offer instruction in stenography, typing, and English, each of which is given three times weekly in 45-minute class periods.

Many commercial schools do not have the museums with displays of Venezuela's products required by the Law of Education. Lack of laboratories and equipment limits the physics and chemistry courses to theory. Some schools have small reference libraries and supplement the classroom work with visits to business houses, shops, and factories. Many have placement bureaus as a service for their graduates.

Students in accounting whose penmanship is poor are required to take two classes weekly in this subject. All accounting students take

two weekly classes in arithmetic. Students who lack mastery of language and spelling are required to register for two weekly periods in Spanish.

English and typing are optional subjects. English classes are open to all students, including auditors, but typing is restricted to those already enrolled for stenography. If the typing class is small, students of accountancy may be admitted.

INDUSTRIAL EDUCATION

Industrial Technical School.—The aim of the school is to offer specialized courses in mechanics, electricity, blacksmithing and locksmithing, plumbing and brass work, and cabinetmaking.

Applicants for admission must possess the certificate of higher elementary education and be between 13 and 18 years old. Obviously those who have higher education—secondary, special, or normal training—may substitute credits and thus be given more advanced standing in the course. Applicants for admission must fill out the forms furnished by the school. Later, through examinations aimed at determining aptitude and ability, those will be chosen who seem most likely to achieve the best results from the training offered at the school.

The policy of the school is to devote a minimum amount of time to purely theoretical studies so that as much time as possible may be given to work of a practical nature. Theoretical instruction is divided into four principal groups, as follows:

Group 1.—Cultural subjects: Spanish, English, history, and geography, economic and commercial geography, ethics and civics, and physical education. The latter subject, in addition to its educational value, aims to correct possible physical defects of students who enter the school, as well as to remedy those that may result from work in the shops.

Group 2.—Complementary studies of professional interest, such as social and industrial legislation, and shop accounting and estimates. The purposes of these studies is to give the future worker a knowledge of his duties and rights as a citizen, and especially as an employe of private industry; to give him a better understanding of his function within this industry; and help him to know how to organize a small industry or his own shop.

Group 3.—Basic studies such as mathematics, physics, chemistry, mechanics, and technical drawing. Since these studies constitute the basis of theoretical and practical instruction, sufficient time is given to

prepare the student thoroughly in their theory and practical application. An effort is made to offer problems as near as possible to those the student will meet in his future work.

Group 4.—Technical studies such as electricity, electrical installations, motors and automotors, machine design, and technology of the various trades. Special emphasis is placed on the technology of the various trades. Assignments include theoretical knowledge relating to the functioning of the machines and the use of tools, and to methods of work in the trade. Laboratory practice in those trades that require it is confined to simple experiments in measuring, operation of machines and motors, and investigation of the principal characteristics of certain materials. In general, the course of study in theory, shop, and laboratory is closely correlated.

In addition to the regular courses, the school offers a 2-year course in graphic arts in which, besides the classes in theory, the following subjects are given: First year—printing cases, press, and composition; second year—imposition, linotype, press, and administration. However, few opportunities for work in this field are offered in Venezuela.

During the first 2 years in the school the student rotates through the various shops so that he may have an opportunity to know which type of work he prefers. In each shop he performs work which becomes progressively more difficult until he has completed an entire operation. When the student has chosen the work in which he wishes to specialize, his instruction is centered in that particular shop.

In the last year the work done by the student is chosen for utilitarian purposes as well as to complement the knowledge acquired during his apprenticeship. In the last 2 years the student has an opportunity for vacation work in professional workshops and industries where he takes an active part in his field. Third-year students do their vacation practice in the months of July, August, and September. Fourth-year students make their study trips during the Holy Week vacation.

The school also offers night classes 2 hours each night for 3 nights a week for workmen; the only requirement for entrance is that they be workmen.

Graduates of the institute have come to the United States for further training with industrial firms, and several have also enrolled in the Tri-State University of Indiana.

The plans of study for the various courses offered at the institute follow:

Plan of studies for mechanics

Subject	Hours a week per school year				
	I	II	III	IV	Total
1	2	3	4	5	6
Shop practice and technology.....	19	22	28	22	86
Laboratory practice in the special field ¹				3	3
Spanish.....	4	2	2		8
English.....	2	2	2		8
History and geography.....	3				3
Economic and commercial.....					
Geography.....		2			2
Ethics and civics.....			1		1
Physical education.....	2	2	2	2	8
Mathematics.....	6	5	5		16
Applied mathematics.....				2	2
Elementary physics and chemistry.....	3				3
Elementary physics.....		3			3
Elementary technological.....					
Chemistry.....		3			3
Technical drawing.....	5	3			8
Mechanics.....			2		2
Technology of mechanics.....				4	4
Motive and automotive machines.....			2		2
Electricity.....			3	2	5
Shop accounting and budgets.....				2	2
Social and industrial.....				3	3
Legislation.....				2	2
Total.....	44	44	44	44	176

¹ Students have laboratory practice in the special field every other week. The week in which there is no laboratory, the students must attend shop practice and technology.

Plan of studies for electricians

Subject	Hours a week per school year				
	I	II	III	IV	Total
1	2	3	4	5	6
Shop practice and technology.....	19	22	28	22	86
Laboratory practice ¹				3	3
Spanish.....	4	2	2		8
English.....	2	2	2		8
History and geography.....	3				3
Economic and commercial geography.....		2			2
Ethics and civics.....			1		1
Physical education.....	2	2	2	2	8
Mathematics.....	6	5	5		16
Applied mathematics.....				2	2
Elementary physics and chemistry.....	3				3
Elementary physics.....		3			3
Elementary technological chemistry.....		3			3
Technical drawing.....	5	3			8
Mechanical drawing.....			2		2
Electricity.....			2		2
Electrical installations (regulations, plans, estimates).....			5	5	10
Motors.....				6	6
Shop accounting and budgets.....				3	3
Social and industrial legislation.....				3	3
Total.....	44	44	44	44	176

¹ Students have laboratory practice every other week. The week they do not go to laboratory, they must attend the shop practice and technology class.

Plan of studies for blacksmiths and locksmiths

Subject	Hours a week per school year			
	I	II	III	Total
1	2	3	4	5
Shop practice and technology	19	22	24	65
Spanish	4	2	2	8
English	2	2	.....	4
History and geography	3	.....	.....	3
Economic and commercial geography	2	.....	.....	2
Ethics and civics .....	.....	.....	1	1
Physical education	2	2	2	6
Mathematics	6	5	2	13
Applied mathematics .....	.....	.....	2	2
Elementary physics and chemistry	3	.....	.....	3
Elementary physics .....	.....	3	.....	3
Elementary technological chemistry .....	.....	3	.....	3
Technical drawing	5	3	.....	8
Drawing and design for blacksmith and locksmith work .....	.....	.....	6	6
Shop accounting and budgets .....	.....	.....	3	3
Social and industrial legislation .....	.....	.....	2	2
Total	44	44	4	132

Plan of studies for plumbers and brass workers

Subject	Hours a week per school year			
	I	II	III	Total
1	2	3	4	5
Shop practice and technology	19	22	22	63
Spanish	4	2	2	8
English	2	2	.....	4
History and geography	3	.....	.....	3
Economic and commercial geography .....	.....	2	.....	2
Ethics and civics .....	.....	.....	1	1
Physical education	2	2	2	6
Mathematics	6	5	2	13
Applied mathematics .....	.....	.....	2	2
Elementary physics and chemistry	3	.....	.....	3
Elementary physics .....	.....	3	.....	3
Elementary technological chemistry .....	.....	3	.....	3
Technical drawing	5	3	.....	8
Drains, water, ventilation and air conditioning .....	.....	.....	2	2
Drawing and design for brasswork and sanitary installations .....	.....	.....	6	6
Shop accounting and budgets .....	.....	.....	3	3
Social and industrial legislation .....	.....	.....	2	2
Total	44	44	44	132

Plan of studies for cabinetmakers

Subject	Hours a week per school year				
	I	II	III	IV	Total
1	2	3	4	5	6
Shop practice and technology.....	19	22	28	26	95
Practice in furniture planning.....				3	3
Spanish.....	4	2	2		8
English.....	2	2	2	2	8
History and geography.....	3				3
Economic and commercial geography.....		2			2
Ethics and civics.....			1		1
Physical education.....	2	2	2	2	8
Mathematics.....	6	5	5		16
Elementary physics and chemistry.....	3				3
Elementary physics.....		3			3
Elementary technological chemistry.....		3			3
Technical drawing.....	5	3			8
Ornamental drawing.....			4		4
Furniture drawing and design.....			5		5
Shop accounting and budgets.....				6	6
Social and industrial legislation.....				2	2
Total.....	44	44	44	44	176

Schools for Mechanics (Escuelas Artesanales).—The Ministry of Education has tried to increase the opportunities for training in technical industrial and in rural mechanical schools. In the 1946-47 budget, funds were earmarked for creation of eight schools for industrial and mechanical training. Some of these are supported by the State in which they are located; others are supported in part by the Federal Government and the State. A Technical School of Mines in Ciudad Bolívar and the School of Fisheries in Juan Griego are included in the eight schools.

In these schools mechanics are trained for the particular specialty of the school. The teaching is essentially practical, but gives the minimum theory necessary for the training. Each region of the country has the type of school best suited to it.

The interest of the Government in this type of training is indicated by the increase in appropriations. In 1945-46 the budget was B's. 441,756; for 1946-47 they have estimated the budget as B's. 1,776,254, an increase of over 300 percent.

ARTS AND TRADES

Venezuela has various schools of arts and trades (*Escuelas de artes y oficios*) for women. Some are maintained by the States, others by private funds. The School of Arts and Trades in San Cristóbal is housed in a new, well-equipped building. It is coeducational. A number of these schools are registered in the National Ministry of Education, but only the Superior School of Arts and Trades for Women in Caracas is under the direction of the Ministry of Education.

This school was founded in July 1913 by Dr. Felipe Guevara Rojas, then Minister of Education. In 1940 the entire program was revised and new direction given to the work of the school. The school is located in an old rambling colonial building with many small, poorly lighted rooms opening onto patios. The building lacks the comforts and conveniences of a modern structure, but the visitor to the school is impressed with the fine spirit of the faculty, director, and student body. Although the building is old, there is a well-equipped kitchen and special classes are given here for mothers, housewives, and young girls of the upper class who are taught to cook and to manage a home. The school aims to develop women who are conscious of their duties not only in the home but as citizens of the country.

Students at the school are given an opportunity for considerable practice in planning teas and luncheons and in receiving guests. In the shop and crafts work emphasis was placed on original designs, using native materials, and also in making things which have practical value. One of the outstanding products was the work in anime wood, a native wood lighter than balsa wood, from which flowers and exquisite figures were carved. The following courses are given in the school:

Three-year higher courses in domestic economy. Entrance requirements are the certificate of higher elementary education. At the end of the 3 years they receive the diploma of teacher of domestic science and handwork for elementary education. Some also teach in schools of arts and crafts in the interior of the country. The following program of studies is offered:

Plan of studies for higher domestic economy

Subject	Hours a week per year		
	I	II	III
1	3	3	4
Theory of nutrition and cooking.....	3	3	2
Drummaking.....	3	3	2
Hand embroidery.....	3	3	3
Hand weaving.....	3	3	3
Woodwork.....	3	3	3
Woodwork and manual training.....	3	3	3
Leather work.....	3	3	3
Repousse on leather.....	3	3	3
Artificial flowers and work in anime wood.....	3	3	3
Homemaking.....	3	3	3
Spanish.....	3	3	3
Spanish and literature.....	3	3	3
Child care.....	3	3	3
General culture.....	3	3	3
Applied design.....	3	3	3
Drawing.....	3	3	3
Venezuelan history and civics.....	3	3	3
Venezuelan history and economics.....	3	3	3
Gymnasium.....	3	3	3
Toy making.....	3	3	3
Glass work and etching.....	3	3	3
Millinery.....	3	3	3
Education and methods.....	3	3	3

The school gives 2-year free courses (for students not regularly enrolled) for which the Certificate of Primary Elementary Education is required for admission. The program of studies is as follows:

Plan of studies for free courses

Subject	Hours a week per year		Subject	Hours a week per year	
	I	II		I	II
1	2	3	1	2	3
Dressmaking	3	3	Hand weaving	3	3
Costume sketching	1	1	Wood work	3	3
Theory of nutrition and cooking	3	3	Toy making	3	3
Reposse on leather	3	3	Artificial flowers	3	3
Applied design	1	1	Hand embroidery	3	3

All of these courses are taught by the regular professors of the school and upon completion students receive a diploma which permits them to teach in similar schools.

In addition to the above the school offers 3-year professional courses which are given both during the day and at night, according to the needs of the student. The certificate of primary elementary education is required for admission to these courses. The programs of study follow:

Course in dressmaking

Subject	Hours a week per year		
	I	II	III
1	2	3	4
Cutting and fitting	4	2	6
Millinery	2	2	2
Decorative arts	2	2	1
Applied design	1	1	1
General culture	1	1	1
Embroidery and trimming	1	2	2
Costume sketching	1	1	1

Course in lingerie making

Cutting and sewing	4	3	4
Decorative arts	2	2	2
Embroidery and trimming applied to lingerie	2	2	2
Applied embroidery	1	3	1
Embroidery	1	1	4
Applied design	1	1	1
General culture	1	1	1

Course in tailoring

Cutting and sewing	4	6	6
General culture	1	1	1

Course in beauty culture

Beauty culture	4	4	4
Hair dressing	4	4	4
General culture	1	1	1

A commercial course of 2 years is also offered in the school. The program follows:

Commercial course

Subject	Hours a week per year	
	I	II
Accounting.....	6	3
Commercial design.....	2	2
General culture.....	1	1
Stenography.....		3

NURSE TRAINING

The schools for nurse training are under the direction of the Minister of Public Health and Welfare. However, according to law, the schools are subject to inspection by the Ministry of Education, which also regulates the examinations and distribution of materials. Although there are five recognized schools of nursing in Venezuela, only the National School of Nursing is supported by the National Government. The municipality of Caracas supports the Municipal School of Nursing.

The certificate of upper elementary education is required for entrance into the National School of Nursing. In recent years students in liceos and in normal schools have been urged to take the course. A few of those taking training have finished secondary school. The length of the course is 3 years, at the end of which the degree of nurse is granted.

The National School of Nursing has a large, modern, beautiful building. It is well kept and the atmosphere is friendly and pleasant. The assistant director of the school is an American nurse graduated from Yale University who has spent a number of years in Venezuela.

Licensed nurses who took their training before promulgation of the present law in institutions registered in the National Ministry of Education and who wish the degree of nurse, shall present their respective diplomas or certificates showing that they have taken the examinations in order that they may be exchanged for the equivalent title after the requisites established in the corresponding regulation have been fulfilled.

The first school for nurse training to be given official recognition was registered in the University of the Andes at Mérida. In 1934 it was moved to Vargas Hospital in Caracas. Three years later the

National Ministry of Education organized the Professional School of Nurses which in 1940 became the present National School of Nurses.

PROGRAM OF STUDIES

Article 10. The course of study for obtaining the title of nurse extends through 3 years and includes the following subjects:

First year

FIRST PERIOD: Sept. 16 to Dec. 15

<i>Subject</i>	<i>Hours per week</i>
Anatomy and physiology (part I).....	3
Physics and chemistry.....	3
Bacteriology and parasitology.....	3
Pharmacology and therapeutics (part I).....	2
Personal hygiene and physical culture.....	2
Psychology and mental hygiene.....	2
Food and dietetics (part I).....	2
Basic technique of the art of nursing.....	10

Examinations for this first period are scheduled for the period December 16 to 23 and consist of written, oral, and practical tests, with the exception of personal hygiene and physical culture, in which the examination is only oral and practical.

SECOND PERIOD: Jan. 7 to Apr. 15

<i>Subject</i>	<i>Hours per week</i>
Anatomy and physiology (part II).....	3
Pharmacology and therapeutics (part II).....	2
Foods and dietetics (part II).....	2
General pathology.....	1
Care of the sick in general medicine.....	2

Clinical experience for 12 weeks. Examinations for this second period are scheduled for the period April 16 to 23 and consist of written, oral, and practical tests in all subjects.

THIRD PERIOD: Apr. 24 to July 23

<i>Subject</i>	<i>Hours per week</i>
History and ethics of the nursing profession.....	2
Health with respect to housing and social conditions.....	2
Social aspects of the nursing profession.....	2
Care of the sick in general surgery.....	—

Clinical experience for 12 weeks. Examinations for this third period come in the period July 24 to 31 and consist of written, oral, and practical tests in all subjects.

Second year

<i>Subject</i>	<i>Hours per week</i>
FIRST PERIOD: Sept. 16 to Dec. 15	
Care of well and sick children:	
Classwork -----	3
Clinical experience—12 weeks.	

Examinations for this first period will take place in the period December 16 to 23 and will consist of written, oral, and practical tests:

SECOND PERIOD: Jan. 7 to Apr. 15

<i>Subject</i>	<i>Hours per week</i>
SECOND PERIOD: Jan. 7 to Apr. 15	
Care of pregnant women, obstetrics, and care of new-born babies:	
Classwork -----	3
Clinical experience—12 weeks.	

Examinations for this second period will take place in the period April 16 to 23 and will consist of written, oral, and practical tests.

THIRD PERIOD: Apr. 24 to July 23

<i>Subject</i>	<i>Hours per week</i>
THIRD PERIOD: Apr. 24 to July 23	
Care of nervous and mental cases:	
Classwork -----	3
Clinical experience—8 weeks.	
Care of tubercular patients:	
Classwork -----	3
Clinical experience—4 weeks.	

Examinations for this third period will take place between July 24 and 31 and will consist of written, oral, and practical tests in all subjects.

Third year

FIRST PERIOD: Sept. 16 to Jan. 15

<i>Subject</i>	<i>Hours per week</i>
FIRST PERIOD: Sept. 16 to Jan. 15	
Health care in the home and public health work:	
Classwork -----	3
Clinical experience—16 weeks.	

Examinations for this first period will take place in the period January 7 to 15 and will consist of written, oral, and practical tests.

SECOND PERIOD: Jan. 16 to May 15

<i>Subject</i>	<i>Hours per week</i>
SECOND PERIOD: Jan. 16 to May 15	
Care of the sick in special surgery:	
Classwork -----	3
Clinical experience—16 semanas.	

Examinations for this second period will take place in the period May 7 to 15 and will consist of written, oral, and practical tests.

THIRD PERIOD: May 16 to Sept. 15

<i>Subject</i>	<i>Hours per week</i>
Care of the operating room:	
Classwork	2
Clinical experience—8 weeks.	
Care of the sick in general medicine and surgery and special medicine and surgery in external consultation:	
Classwork	4
Clinical experience—8 weeks.	

Examinations for this third period are given between September 7 and 10 and consist of written, oral, and practical tests.

Study programs are formulated by the commission designated for that purpose by the Ministry of National Education and must be approved by the aforementioned executive office.

The examinations, all of partial character, shall take place at the end of each period indicated.

The questions or topics for the tests of the partial examinations are drawn by lot from the total list of topics that make up the respective study programs.

Nurse training

First Period: Sept. 16 to Dec. 15

Subjects	Hours per week, by year		
	I	II	III
I	2	3	4
Anatomy and physiology (part I).....	3		
Physics and chemistry.....	3		
Bacteriology and parasitology.....	3		
Pharmacology and therapeutics (part I).....	2		
Personal hygiene and physical culture.....	2		
Psychology and mental hygiene.....	2		
Food and dietetics (part I).....	2		
Basic technique of the art of nursing.....	10		
Care of well and sick children:			
Classwork.....		3	
Clinical experience.....		12	
Health care in the home and public health work:			
Classwork.....			3
Clinical experience.....			16

Second Period: Jan. 7 to Apr. 15

Anatomy and physiology (part II).....	3		
Pharmacology and therapeutics (part II).....	2		
Food and dietetics (part II).....	2		
General pathology.....	1		
Care of the sick in general medicine:			
Classwork.....	2		
Clinical experience.....	12		
Care of pregnant women, obstetrics, and care of new-born babies:			
Classwork.....		3	
Clinical experience.....		12	
Care of the sick in special surgery:			
Classwork.....			3
Clinical experience.....			16

1 Week

Nurse training—Continued

Third Period: Apr. 24 to July 23

Subjects	Hours per week, by year		
	I	II	III
1	2	3	4
History and ethics of the nursing profession.....	2	.....	.....
Health with respect to housing and social conditions.....	2	.....	.....
Social aspects of the nursing profession.....	2	.....	.....
Care of the sick in general surgery:			
Clinical experience.....	12	.....	.....
Care of nervous and mental cases:			
Classwork.....	.....	3	.....
Clinical experience.....	.....	8	.....
Care of tubercular patients:			
Classwork.....	.....	3	.....
Clinical experience.....	.....	4	.....
Care of the operating room:			
Classwork.....	.....	.....	2
Clinical experience.....	.....	.....	8
Care of the sick in general medicine and surgery and special medicine and surgery in external consultation:			
Classwork.....	.....	.....	4
Clinical experience.....	.....	.....	8

1 Week.

In October 1946 postgraduate courses in surgery and in child care and pediatrics were created in the National School of Nursing in Caracas. The regular nursing course provides work distributed as follows:

Anatomy and physiology, 120 hours; surgical pathology, 60 hours; sterilization and preparation of materials, 30 hours (in addition students will spend 6 hours daily outside of class hours on this); O. R. L. and ophthalmology, 30 hours; operating room, 780 hours (6 hours daily for 6 months, 1 hour on theory, the other 5 in practical work); urology, 24 hours; gynecology, 24 hours; diseases and traumatology of locomotor system, 30 hours. During the 9 months a total of 20 hours in elective, supplementary courses is recommended, to be chosen from the following: Elements of metric system, elements of mineral chemistry; elements of Endoscopy.

The studies for the postgraduate course in child-care and pediatrics are as follows:

Child nursing, 3 months; epidemiology, 1 month; pediatrics, 54 hours; child care, 26 hours; epidemiology, 23 hours; infantile surgery, 23 hours; orthopedics, 6 hours.

Practical work for the course is as follows: Pediatrics, 380 hours; surgery, 110 hours; child care, 80 hours; epidemiology, 80 hours; orthopedics, 50 hours.

SOCIAL SERVICE

The School of Social Service is under the Ministry of Public Health and Welfare, but the program of studies is under the Division of Special Education of the Ministry of Education.

The first movement toward establishment of a school of Social Service was made in 1936. That year, under the direction of a graduate of the Catholic School of Social Service of Washington, D. C., the first 3-month emergency courses were given. The courses were gradually lengthened and the number of courses was increased. Finally, an executive decree dated December 17, 1940, created the present School of Social Service under the direction of the Ministry of Public Health and Welfare. The certificate of upper elementary education is required for admission.

At the end of the 3-year course, the graduates receive the diploma of social worker. The students begin their practical training in the third year by working with graduate social workers, thus complementing the theoretical work they have had.

The school has a school lunchroom, and also a residence for a number of girls from the interior who attend the school on scholarships. A special effort had been made to make the place look cheerful and avoid the look of an institution. The rooms are comfortably furnished, with frilled curtains, furniture painted in soft greens, and colored counterpanes. Each week the directress of the school invites different girls to dinner to give them an opportunity to observe customs of the city and to become familiar with social usages. Much thought and effort has been put on the management of the place, for it is the first time such an experiment has been tried in connection with a school and the directress and staff are eager to have it prove successful. In 1945-46 the school had an enrollment of 60.

The Catholic School of Social Service is also located in Caracas and follows the same general program described above. However, many of the students are from the wealthy families who take the course without intending to make a career of social work.

Plan of studies for School of Social Service

Subjects	Hours per week	Subjects	Hours per week
1	2	1	2
FIRST YEAR		SECOND YEAR—continued	
Language.....	4	Biology.....	2
Mathematics.....	3	Social service practice.....	3
World geography and history.....	3	English.....	2
Venezuelan geography and history.....	4	THIRD YEAR	
Natural sciences.....	2	Techniques of social service.....	2
Domestic economy.....	2	Hygiene.....	2
English.....	3	Child care.....	2
SECOND YEAR		Nursing.....	2
Law.....	2	English.....	3
Education.....	3		
Psychology.....	2		
Political economy.....	2		

PRACTICAL AGRICULTURE AND DEMONSTRATION CENTERS

An executive decree of December 1936 created the School of Practical Agriculture and Demonstration Center in the State of Aragua, near Maracay. The purposes of the school, according to the decree, are:

1. To provide practical field instruction in agriculture and stock-raising as well as the theoretical knowledge necessary for a better understanding and utilization of that knowledge.
2. To serve as a demonstration and training center in practical methods for farmers who have only a little time to be at the establishment.
3. To serve as a center of agriculture and stock-raising services, from which selected seeds, plants, and animals may be distributed to all parts of the country; it shall provide remount service and, in addition, any information that farmers and stock-raisers may need to improve their work.

Approval of the Ministry of Agriculture and Stock-raising is a prerequisite for admission to the school. All candidates for admission must be 15 years old, possess the official certificate of competency in primary elementary instruction, and a certificate of health and good conduct.

The 2-year course begins each 2 years and leads to the degree of "skilled farmer-stock-raiser" (Práctico agro-pecuario). Should the director consider it advisable, he may require the students to take an entrance examination. Students must pass all subjects with an average grade of 10 or more. Should he fail in one subject and the average of the other subjects is more than 10, he may, with the approval of the director, take another examination. Students who attend the school on scholarships must pass examinations in each subject with a minimum grade of 14. Holders of scholarships who, at the end of the first year, have not passed all subjects with a minimum grade of 14

lose their scholarships. The grades in practical work count 50 percent of the final grade of each subject.

For completion of the course the student must present a thesis on a subject relating to agriculture or stock-raising, which is passed on by the board of examiners appointed by the director of the school. Instruction at the school is free, the expense being carried by the Ministry of Agriculture. The school has no provision for residence and all attend as day students.

The school has 342 hectares of fertile land. This is used not only for the practical work of the students, but also as a demonstration center for farmers, and for the production of seeds which are given to the Genetics Department for conditioning and distribution.

The classroom and practical work may not cover more than 8 hours daily. In order to supplement the work of the programs of study given below, the professor of each subject takes the students to farms or cattle ranches, to the best organized industrial establishments of the country, to fairs and expositions.

Plan of study of the practical school of agriculture

FIRST YEAR

First semester

Agriculture I.
Agricultural machinery.
Agricultural and stock-raising ecology.
Propagation of plants.
Vegetable pathology and animal hygiene.
Practice in preparation and cultivation of soil.

Second semester

Agriculture II.
Agricultural machinery II.
Cultivation.
Farm administration.
Agricultural pests and animal parasitology.
Care and raising of animals.

SECOND YEAR

First semester

Electives.

Second semester

Practice work in the fields.

RURAL HOME DEMONSTRATION AGENTS

The Section of Vocational Agriculture of the Ministry of Agriculture and Stock-raising offers a course of training for rural home demonstration agents. The aim of the school is to train Venezuelan women interested in rural life to help raise the standard of living of their countrymen in rural areas.

Admission requirements are as follows:

1. Be at least 18 years of age.
2. Present a certificate of good health.

3. Present a certificate of good conduct.
4. Present a certificate of higher elementary education.

In order to obtain the certificate of rural home demonstration agent, the student must have complied with the following requirements:

1. Have attended 75 percent of the classes in all subjects.
2. Have taken the trimester examinations and any monthly tests.
3. Have an average of above 10 in all subjects.

Manual training and other practical work are averaged with the class grade to determine the final grade.

The period of training is a year and a half, with 80 hours of instruction a week.

Plan of studies for the course for rural home demonstration agents

Subjects	Hours per week	Subjects	Hours per week
1	2	1	2
Elements of: Hygiene and physical culture.....	2 1/4	Specialization in: Cooking and food preservation.....	4 1/4
Social work.....	1 1/2	Sewing.....	2 1/4
Pedagogy.....	1 1/2	Weaving and embroidery.....	2 1/4
Child care.....	1 1/2	Carpentry and manual training.....	4 1/4
Nutrition.....	1 1/2	Horticulture and floriculture.....	4 1/4
		Work periods.....	2 1/4

MILITARY AND NAVAL SCHOOLS

The Military School of Venezuela and the Naval School of Venezuela are under the Ministry of War and Navy and are of secondary level. The aims of both institutions as well as the general regulations governing them are the same, except as noted below.

The aim of the schools is to train Venezuelan youth who wish to prepare for a career in military or naval service. In addition to developing and strengthening the student physically, it also gives him an education which may be a definite force in the progress and welfare of his country.

Requirements for admission to the military and naval schools.—
Applicants for admission must fulfill the following conditions:

1. Be Venezuelan citizen by birth.
2. Be not less than 17 nor more than 21 years of age, estimated from January 1 of the year of admission. (February 1 for naval school.)
3. Be of a respectable family.
4. To have always observed good moral conduct.
5. Possess the official certificate corresponding to the first year of secondary school. (Second year of secondary for naval school.)
6. Have good health, a vigorous constitution, and good eyesight.
7. Be at least a meter, 60 centimeters in height, weight not less than 55 kilos, have a Piguet index of no more than 18.

8. Have physical and mental aptitude for a military or naval career.
9. Be unmarried.
10. Pass the competitive examinations for admission.

The competition for admission includes the following examinations: Medical examination, mental test, test for physical aptitude, test for intellectual aptitude, and test of general culture.

The candidate must obtain an average of over 13 in order to pass. In case of a tie between candidates, sons of officers of the Army or Navy are given preference. The President of the Republic nominates students to fill 25 percent of the vacancies in the schools; the other 75 percent are filled by competitive examinations.

Candidates are admitted to the school on January 31. Once entered the candidate has the title of cadet, and he must also make a formal contract to serve for five consecutive years in the Army or the Navy, as the case may be, from the time of his appointment. This contract must be signed by the legal representative of the student. Parents or guardians who do not live in the city in which the schools are located must have a representative there. Students who are expelled from the school because of lack of application, bad conduct, or lack of a professional vocation may not enroll again in the school, or in any other military institutions of the Republic.



A biology laboratory class at work in the Teachers College,
Caracas.

Those persons may not be considered as candidates for admission to the schools who have been convicted for an offense, expelled from any other military school, or affiliated with any political party which has international tendencies.

The period of training in the military school is 4 years, and in the naval school it is 5 years.

Plan of studies for the military school

Subjects	Number of hours of classes or practical instruction per week, by year			
	I	II	III	IV
	3	3	4	5
Arithmetic.....	2			
Algebra.....	3	3		
Algebra and analytics.....			2	
Plane geometry.....	2			
Solid geometry.....		2		
Trigonometry.....			2	
Descriptive geometry.....		3		
Calculus and mechanics.....				2
Physics.....		3	2	2
Chemistry.....	2	2		
Natural science and hygiene.....	1			
Venezuelan history.....	1			
World history.....			1	
Venezuelan geography.....	1			
World geography.....			1	
Spanish.....	2	2		
Philosophy.....			1	1
Literature.....			1	
Laws (legislation).....	1	1		
Drawing.....	2			
Topography.....			2	2
French.....	1	2		
English.....		2	2	2
Typewriting and documentation.....		2		
Military ethics.....	1			
Military generalities.....	2			
General tactics.....			1	1
Manual of arms.....			4	
Military history.....				1
Fortification.....				2
Connections and transmissions.....			1	
Military organization.....				1
Ballistics.....				2
Artillery.....			1	2
Military theory.....	4	4	4	4
Military practice.....	12	12	12	12
Marksmanship, specialties, and sports.....	3	3	3	3
Horsemanship and hippology.....				4
Fencing.....			1	1
Ju-jitsu.....	1	1		
Total hours.....	41	42	41	42

Plan of studies for naval school, with number of classes by week and semester

I. *First semester:* Navigation 10 classes divided among calculus, algebra, plane geometry; physics 2, chemistry 2, elements of engineering 1, drawing 3, Spanish composition 3, General history 2, Venezuelan history 2, English 3.

Second semester: Navigation 10, includes solid geometry, trigonometry, algebra. Remainder of program same as first semester.

II. *First semester:* Spherical trigonometry 3, differential calculus 3, analytical geometry, 2, physics 3, chemistry 2, descriptive geometry, 2, applied

mechanics 2, drawing 3, Spanish composition 3, maritime geography 2, English 3.
Second semester: Omit spherical trigonometry; add astronomy. Remainder of program same as first semester.

III. *First semester:* Navigation 3, rational mechanics 2, meteorology 3, artillery material 2, poison gases 1, explosives 2, machines or boilers 3, turbines 2, electricity 5, practice 3, English 2.

Second semester: Same as first semester.

IV. *First semester:* Navigation 3, maneuvers 2, ballistics 3, torpedoes and mines 2, artillery material 2, rotating machines 1, turbines 2, motors 2, resistance of materials 2, electricity 2, practical work 3, English 3.

Second semester: Omit rotating machines, remainder of program same as first semester.

V. *First semester:* Practical calculus 3, hydrography 2, naval warfare 2, communications 2, use of armaments 2, ballistics 3, motors 2, naval architecture 3, radio and electricity 3, alternating electricity 3, English 3.

Second semester: Omit motors; add International law 2. Remainder of program same as first semester.

LITERACY CAMPAIGN

The campaign to wipe out illiteracy has been one of the most active programs of the Ministry of Education in recent years. Venezuela has a population of 3,850,771. In 1945, approximately 2,622,292, exclusive of the Indian population, could neither read nor write. In order to erase this figure the Government began a country-wide campaign. It enlisted the aid of all the citizens, and solicited particularly the support of private business concerns and societies.

The propaganda section of the Ministry of Education turned out large wall papers, pamphlets, information for the press; held meetings; and put on special theater programs. The statistical section of the Ministry made a census of literacy and obtained the cooperation of cultural centers and other institutions to determine the location of the illiterates. Under the direction of the Ministry, schools throughout the country gave special courses to train teachers in special methods for teaching adults. Applicants were sent from each State to take these 2-month courses. The Ministry of National Defense also undertook an extensive literacy program within the services.

One of the interesting aspects of the program was the work done by the sixth-grade pupils of the official schools. Under the inspiring leadership of a professor, once director of the Normal School Miguel Antonio Caro in Caracas, juvenile legions were formed in the elementary school annexed to the normal school. The children were enthusiastic about the idea and a sixth-grade girl wrote to other sixth graders to ask them to cooperate. Teachers were sent to the schools from the Ministry of Education to train the children in the Laubach method of teaching.

Many of the children went to the individual homes to teach these people. Others cooperated in the campaign by teaching servants in their homes. In factories, shops, and in the homes of the workers the school children taught men and women to read and write. Many private firms had classes in the office after work for doormen and other workmen.

A number of students at the Liceo Fermín Toro founded a free night school for adults. The classes opened in 1943. Only the fourth grade was offered. Of the 40 pupils enrolled, 18 obtained the certificate of elementary primary instruction at the end of the year. The failure of the others was due mostly to irregular attendance. The work of the night school attracted other students and professors of El Fermín Toro and they also volunteered to teach. More courses were offered and by the end of the year the night school was approved by the Ministry of Education.

One of the students called together students and alumni of Fermín Toro who had offered their services to teach in order to organize and systematize the classes of the new school year. A sixth grade was established. Sixteen teachers were assigned to the two grades, as each teacher taught only one subject. After being inscribed in the MEN, pupils under 18 could be admitted thus making it possible for them to continue with school although they had to work during the day. There were few failures among the 50 pupils enrolled in second year.

Much time was spent on the individual students in an effort to understand the workers' problems, to try to help them overcome the feeling of inferiority and to treat them as "men and women and not as children," and to make allowances for the fact that they arrived tired from their days' work. Through radio and press the directors of the night school carried on an intensive campaign among the laborers urging them to come and take courses in the night schools of the Republic. In 1945-46 enrollment in the night school at El Fermín Toro reached 160 and it was necessary to open a fifth-grade course for those under 18 years who had passed the fourth grade and for those over 18 who lacked the background to take the sixth grade.

CHAPTER VII

TEACHER TRAINING

TEACHER TRAINING in Venezuela is offered in urban and rural normal schools which prepare teachers for elementary schools, and in the teachers college which prepares professors for secondary and normal schools. To enter either urban or rural normal schools, the student must be at least 14 years of age, have the certificate of upper elementary education, enjoy good health, and be free from any physical defect which might interfere with his work as a teacher. The normal course is 4 years in length; the first 2 years correspond to the first 2 years of the first cycle of secondary education. Upon completion of the 4-year course the student is granted a certificate as elementary teacher.

In 1945-46 Venezuela had 31 schools in which teacher-training was offered. Five were Federal schools, including 3 rural normal schools; 6 were State schools; and 20 were private institutions. Total enrollment was 2,851.

DEVELOPMENT OF NORMAL SCHOOLS

The private schools of Venezuela did not offer teacher-training courses until 1933. That year 4 percent of the normal school students were enrolled in private institutions. The number increased steadily until in 1945-46 it was 45 percent. One of the reasons for this rapid increase was the fact that many of the private institutions had living quarters where students from the interior could stay. Before 1946 neither of the 2 Federal schools in Caracas had provisions for resident students. However, both the Normal School Miguel Antonio Caro and the Normal Gran Colombia in Caracas now provide dormitory facilities.

The two official normal schools in Caracas, the Miguel Antonio Caro for boys, and the Gran Colombia for girls are housed in beautiful modern buildings, and have well-equipped laboratories, libraries, and lunchrooms. Both maintain elementary schools in which normal-school students do their practice teaching.

To attract more young people to the normal schools, the Government gives scholarships, and a majority of the students in the official normal schools receive this assistance. The scholarship carries with it the obligation to teach at least 2 years, usually in schools in the inte-

rior of the country where conditions are less desirable and where it is difficult to obtain teachers. However, this obligation is not always fulfilled. Many young people go into business offices when they finish and the young men in particular often enter the university instead of teaching. Of the total enrollment in normal training in 1945-46, 551 were young men.

In the last few years the Venezuelan Government has given special attention to teacher-training, particularly in preparing teachers for the elementary schools. Since 72 percent of the teachers in Federal schools in 1945-46 did not have diplomas of normal training, the Government increased the appropriation for normal training by 96 percent over the previous year. Several of the normal schools formerly supported by the states were federalized, and two rural normal schools were created, both with provision for resident students.

Official plan of studies for urban normal schools

Subjects	Number of hours of classes each week, by year			
	I	II	III	IV
	1	2	3	4
Spanish and literature.....	4	4	3	3
Mathematics.....	4	4	4	3
Biological sciences.....	3	3		
Physics and chemistry.....			3	2
English.....	4	3		
French.....	3	4		
Moral education and civics.....				
Geography of Venezuela.....				
History of Venezuela.....		2		
World geography.....		3	4	
World history.....	3	3	3	3
Education and school administration.....			3	3
Hygiene.....				
Psychology.....			3	3
Methodology and practice teaching.....			4	9
Manual and artistic education.....	3	2		
Total number of subjects.....	7	8	8	6
Total number of hours.....	24	24	27	23

- 1 Transition of programs.
 2 Programs in force during school year.
 3 Same as second year.
 4 Same as third year.

IMPROVEMENT OF TEACHERS IN SERVICE

A decree of January 15, 1946, provided for creation of special courses for teachers in service who did not have diplomas. At the same time the correspondence courses which had been offered since 1939 were canceled. The special courses were divided according to the length of service which the teachers had had in official institutions. Teachers who had taught for 10 or more years may take free courses,

that is, not be enrolled regularly, but upon passing examinations get regular credit for the course. Those who have 5 or more years of service but less than 10 years may enroll in regular courses, of which there are two types: Ordinary 12-month courses, designed for teachers who live in towns where there are enough applicants for the course; and special vacation courses, offered in certain cities, designed for teachers who live so far from places where regular courses are offered that they cannot enroll in them.

Whatever the type, these courses include a combination of material from the special programs made out for this purpose and contain both cultural and professional material.

The regular courses are 2 years in length and are divided into four semesters. In the first two semesters cultural subjects are given; in the last two, the professional courses. Credit was given for the courses taken previously by correspondence. Aspirants for the official title of teacher who had completed the first cycle of the course by correspondence, could continue free courses in the materials included in the respective plan of studies with the exception of principles of education, school administration, psychology, methodology, hygiene, elements of technical agriculture and stock-raising, and rural trades and industries. In 1945-46 221 teachers were enrolled in the regular courses and 288 in the vacation courses.

As of July 1, 1946, there were 4,032 elementary teachers in Federal schools. Of these 28 percent were graduate teachers. Practically none of the teachers of elementary schools of the States and municipalities are normal school graduates.¹

RURAL NORMAL TRAINING

In 1937 the buildings of an old hacienda located in El Macaro in the State of Aragua not far from Maracay were reconditioned and made ready to house Venezuela's first rural normal school.

The school was opened in September 1938 under the direction of an educational mission from Cuba. It was necessary to prepare as many rural teachers as possible as quickly as possible. Therefore the Ministry decided to limit the course to 2 years until there were enough graduates to fill the demand for rural teachers. The purpose of the school was to give the teacher the necessary technical training that he might help the people of the community improve their standard of living as well as to aid in formal education.

The Law of Education of 1940 lengthened the course at El Macaro to 3 years. Graduates received the diploma of teacher of rural ele-

¹ *Memorias, 1946-47, p. 174.*

mentary education. When the Cuban mission finished its work the school was given over to the direction of a Venezuelan.

The rural normal has always provided dormitories. This has had many advantages, for not only have the students helped with work for which personnel would have had to be hired, but it has given teachers an opportunity to observe the students and have control over their conduct. Furthermore, students from different parts of the country have had an opportunity to become acquainted, and to learn more about their own country.

The Technical Commission for Revision of the Curriculum and Programs of Study created in 1943-44 recommended that the rural normal course be extended to 4 years. Many of the students at the school have so little educational background that the lengthened course was thought necessary. This would also allow more time for the actual practical work connected with agriculture and stock-raising, rural industries, and crafts.

The Technical Commission also suggested that a number of subjects be combined. For instance, pedagogy and school administration were combined; geography, world history, and moral and civic education were grouped together as social sciences. At the same time hygiene, elementary nursing, and agrarian legislation were added. The contents of the course of agricultural economics were added to the courses in technical agriculture and stock-raising.



Children going home from school. Concordia Labor Camp.

The buildings of the school, which were never intended for this purpose, are old and in very bad condition hygienically and pedagogically. The work of the school has suffered, too, because of a lack of professors which has made it necessary for each one to teach from 9 to 14 hours a week and in addition be responsible for various duties connected with the residence and students. Materials and equipment are also scarce. There are few textbooks and implements for practical work are especially needed.

In the work in crafts at the school, which consisted in making brooms, furniture, some carpentry work, and ceramics, an effort had been made to use the materials of the region. The class in cooking cans fruit and vegetables and makes preserves. The school has an excellent glee club which features folk songs and music typical of the country. In 1946 two more rural normal schools were opened. One is located at Rubio in the State of Tachira, the other is in Upata in the State of Bolívar. Both are staffed with graduates of El Macaro, and both are well equipped.

Regulations.—Teachers in the official schools or in schools approved by the Ministry of Education must be at least 18 years old. Those over 75 years of age must have the approval of the Technical Council of Education or of the university, as the case may be. Only teachers and professors authorized by the Ministry of Education are permitted to teach in official schools.

Plan of studies for rural normal education

Subject	Number of class hours per week, by semester				
	I	II	III	Manual work	Agri-culture
				IV	V
	2	3	4	5	6
Spanish.....	4	4	---	---	---
Mathematics.....	4	4	---	---	---
Physical and natural sciences.....	4	4	---	---	---
Hygiene and elements of nursing.....	---	---	---	3	3
Geography and history of Venezuela.....	3	3	---	---	---
Social sciences.....	---	---	---	---	---
Manual and artistic education.....	3	3	5	---	---
Elements of technical agriculture and stock-raising.....	---	2	2	2	2
Rural trades and industries.....	4	3	4	---	5
School methods and administration.....	4	3	5	5	5
Psychology.....	---	---	3	3	3
Methodology and practice teaching.....	---	---	3	---	---
Agrarian legislation.....	---	---	3	13	13
	---	---	1	---	---
Total number of subjects.....	7	8	8	5	5
Total hours.....	26	26	26	26	26

A diploma is required to teach in any of the elementary, secondary, normal, or special schools. However, should there not be enough graduate teachers to fill the positions, the vacancies will be filled by persons who have proved their competence through examinations given by a board appointed for the purpose.

In filling vacancies in elementary schools, teachers who have at least 5 years of successful experience are not required to take examinations. The Ministry of Education is authorized to organize and regulate special courses so that teachers who are not normal-school graduates but who have the Certificate of Higher Elementary Education and who, when the Law of Education of 1940 went into effect, had five or more years of professional service, may be eligible for the certificate of teacher of urban or rural elementary education.

Directors, teachers, or professors of official schools who leave their employment without permission or before their resignation has been accepted or who leave their position before their successor has arrived, will be forbidden to hold a teaching position in an official institution for a period of 3 years, depending on the seriousness of the case in the judgment of the Ministry of Education.

RETIREMENT

After 20 years of service—or before, if they are completely and permanently incapacitated for their work—teachers and professors of official Government schools may be pensioned. At the end of 20 years' service they may choose between staying in the service—provided they have the approval of the Technical Council of Education or the University Council as the case may be—or retiring with pension. Pension preference will be given to teachers and professors who fulfill the requisites of service, are 70 years of age, or who have become incapacitated in service.

Married teachers are given maternity leave, with full salary, for 3 months before the birth of a child and until 2 months after, or for a longer time in the case of illness which is proved by medical certificate to be the result of pregnancy or childbirth. Various regulations of the Law of Education provide for extra fees to be paid to teachers in service in official preschools and in official elementary schools, according to the teacher's living costs and the number of children. In case of illness proved by official medical certificates, teachers and professors are given leave with full pay for 3 months; after 3 months they receive half pay, except as it relates to pension for permanent illness.

Teachers are classified by a classification board whose findings are determined by the Law of Education. The law fixes the salaries and fees which shall be paid, according to the type and class to which the

directors and teachers of the official preschool and elementary school belong. So far as possible in fixing the salaries and fees, the location and category of the school, cost of living in the community, means of communication, and any other factors affecting conditions are taken into account.

NATIONAL TEACHERS COLLEGE (INSTITUTO PEDAGOGICO NACIONAL)

Entrance requirements for admission to the teachers college are the certificate of competency granted for completion of 4 years, or the first cycle of secondary education, or a normal school diploma. The 3-year course leads to the degree of professor of secondary or of normal education. In addition to the general course, students may specialize in Spanish, literature and Latin; biology and chemistry; geography and history; physics and mathematics; and English.

In 1936, when foreign educators were asked to come in and work with Venezuelans to improve the educational system, they found the most urgent need was to provide more trained teachers for the secondary schools. A group of Chilean professors of primary and secondary education came to Venezuela at the invitation of the Government to give courses for the improvement of professors and teachers in service in the elementary and secondary schools. Following these special courses, the Government decided to open an institution of higher education which would staff secondary schools with professional educators who had special scientific and pedagogical preparation.

Until the teachers college was founded by an executive decree of 1936, secondary schools had been staffed mostly by university students and professional men and women. The students taught in order to continue their studies; the professionals, to supplement their income or to keep in touch with particular fields of interest. Neither felt a real interest in problems of the student or the school, for they did not plan to make education their career.

The teachers college was opened in October 1936. A majority of the staff were Chileans. At the same time the *Liceo de Aplicación* or training school was opened to provide a place where students could do practice teaching and which would also be an experimental center for secondary instruction. In the next few years the teachers college and the training school underwent many changes in the program of studies as well as in the staff and direction of the schools.

Most of the Chilean mission returned home after a little more than a year's stay in Venezuela. An educator from the United States and teachers from Puerto Rico and Spain were asked to take over most of the work of the teachers college and of the Technical Department of

the Ministry of Education. To attract pupils to the teachers college, it was proposed to give afternoons or mornings free to some teachers in service in Caracas and to give fellowships to students. Many of these teachers did not have normal training or secondary courses, and it was necessary to create special, more elementary courses for their needs in the teachers college.

Changes were made in the program of studies and in the policy of the school. With the reform brought by the Law of Education of 1940, the teachers college was finally established along the lines originally intended in 1936: The law of 1940 gave the school's purpose

Plan of studies for the teachers college

Subject	Number of hours, by year		
	I	II	III
1	2	3	4
GENERAL SUBJECTS:			
Psychology.....	3	2	2
History of education.....	3		
Principles of legislation and school legislation.....	2	2	
General methods.....		2	2
Elements of sociology and educational sociology.....		3	
Philosophy and its history.....		3	3
School administration and hygiene.....			3
Psycho-technic education.....			2
SPANISH, LITERATURE, AND LATIN:			
Latin and Greek roots.....	3	3	3
General and comparative literature.....	3	3	3
Spanish phonetics.....	2		
Spanish and American literature.....	2	2	3
Spanish grammar.....	3	2	2
Grammar seminar.....	1		
General linguistics.....		2	
Style and composition.....		2	2
Seminar of literature.....		1	
BIOLOGY AND CHEMISTRY:			
Systematic zoology.....	3	3	
Botany.....	3	3	
General and systematic chemistry.....	6	5	4
General biology.....	3*	3	
General anatomy and physiology.....		2	2
Hygiene.....			2
Biochemistry.....			3
GEOGRAPHY AND HISTORY:			
History of America.....	3	3	
Documentary and critical history of Venezuela.....	3	3	
World history.....	3	3	3
Physical geography.....	5	2	
Descriptive geography.....		2	
Geography of Venezuela.....			3
Geology.....			3
Geography of America.....			4
PHYSICS AND MATHEMATICS:			
Arithmetic.....	2		
Elementary algebra and introduction to analysis.....	2		
Elementary algebra practice.....	2		
Experimental and theoretical physics.....	6	6	6
Elementary geometry.....	4		
Analytical geometry.....		3	
Planes and spherical trigonometry.....		2	
Higher algebra.....		4	2
Differential and integral calculus.....			4
ENGLISH:			
English phonetics.....	2		
English grammar.....	2		
English language practice.....	3		

as "the preparation of teachers for secondary and normal schools, as well as the technical and administrative organization of secondary education." The first class to finish a full term of study at the teachers college was graduated in 1940. Of these, 40 percent were university students who had transferred to the college.

The teachers college and the practice school in connection with it are located in one of the most modern buildings in Caracas. The rooms are light, well ventilated, and attractive. The laboratories are well equipped, and the college has a library. However, enrollments in both the college and the practice school are already too large for the building.

The training school makes provision for extracurricular activities, including cultural programs put on by students each Wednesday afternoon, mural periodicals, and literary clubs. The school has an active student government which organizes interclass football, baseball, and volley ball, founded a student fraternity, established *The Student Echo*, a school newspaper, and created a review course for students covering the most important materials of the first 2 years.

The steadily increasing enrollment in the school, however, made it necessary to convert a game room into a classroom, and to curtail other activities. Meanwhile, the Ministry of Education plans to introduce more electives in the program of studies.

TEACHERS ASSOCIATIONS

The National Federation of Teachers which is affiliated with the American Confederation of Teachers was founded in 1936, and is composed of elementary teachers. There are 60 different groups distributed throughout the country. Delegates from these groups attend the annual meeting. The directorship, a central body, is selected in the annual meeting held usually in August. Regional meetings are held during the vacations for Holy Week. The aims of the Federation are economic, social, and cultural:

- To study economic problems of teachers.
- To study educational organization in order to improve it.
- To study problems of the child, the school, and the teacher.

The National Federation of Teachers was made official by a decree of the Minister of Education in 1945. The Revolutionary Council ratified the decree January 15, 1946, and gave a house for the use of the Federation. The governing council, of 15 members, meets every week.

College of Professors of Venezuela.—Organized on June 23, 1943, the date of the first graduation of teachers from the National

Teachers College, the College of Professors of Venezuela has the following aims:

- To collaborate with the Venezuelan authorities and the associations connected with them for the improvement of the teaching personnel.
- To watch over the welfare of the profession and its members.
- To see that the regulations of the Law of Education are observed and carried out.
- To study Venezuela's educational problems and propose to the proper authorities the conclusions approved by the association.
- To edit the scientific works of its members.

In short, the College of Professors was organized to regulate the work of Venezuela's secondary teachers and, in general, to work for the improvement of national education. Most of the secondary and normal professors of the country belong to the association. Originally composed of 32 teachers, the membership had increased by 1946 to 134 members, 87 of whom lived in Caracas. These graduates had specialized in biology and chemistry; geography and history; Spanish and literature; physics and mathematics; and philosophy.

The College of Professors has its headquarters in the teachers college, and there holds the meetings and the cultural programs which are a part of its activities. It publishes a magazine designed to give an understanding of the education of the country, particularly of secondary education.

CHAPTER VIII

HIGHER EDUCATION

HIGHER EDUCATION is offered in the universities, in schools established separately, in special courses offered outside the universities, and in the National Teachers College. Venezuela has three universities: The Central University in Caracas; the University of the Andes, located at Mérida; and the University of Zulia (reopened in 1946). The regulations and administration given for the Central University in Caracas apply to the three. The National Teachers College (*Instituto Pedagógico Nacional*), is located in Caracas. The School of Agriculture is under the Ministry of Agriculture and Animal Husbandry.

The national universities are free institutions created to serve the people and to offer the theoretical and practical instruction proper to the various faculties and schools of which they are composed, to develop competent professional and technical workers needed for the progress of the nation, to serve as centers of culture and science, and to make this information generally available. These functions the universities realize through institutes, schools, and establishments of investigation and higher education. In research and investigations preference is given to national problems.

NATIONAL UNIVERSITIES

Central University of Caracas.—The Central University of Caracas was founded at the beginning of the eighteenth century. It is housed in the building which was once the Franciscan Convent located near Bolívar Plaza, but will be moved to University City at the edge of Caracas. The many flower-filled patios within the building give it a charming appearance. It has a library and fairly well-equipped laboratories. The university does not have dormitories.

Next door to the university is the National Library and beyond it are the Palace of the Learned Societies, the National Museum, and the Bolívar Museum.

The Central University of Caracas has the following nine Faculties, schools, and institutes: Philosophy and letters, law, economic and social sciences, physical and mathematical sciences, medical sciences, pharmacy and chemistry, dentistry, agronomy, and veterinary medicine.

University of the Andes.—The University of the Andes, located in Mérida, functions in an old building which is gradually being remodeled to include more laboratory space. The University of the Andes plays an important part of the community. One of the regular activities of the university is the series of popular lectures which it offers weekly in the late afternoon for the people of the community. These are well attended and outside speakers are brought in as well as leading intellectuals of the city. The university has a well-organized student welfare organization which in addition to looking after the students' health also provides for recreation, and maintains a lunchroom and living quarters.

The University of the Andes has the following five Faculties: Law, medicine, physical and mathematical science, dentistry, and pharmacy and chemistry.

The *University of Zulia* has three Faculties: Medicine, law, and physical and mathematical sciences.

The *Institutes of university extension* are: Academy of National History (*Academia Nacional de la Historia*); Venezuelan Academy affiliated with the Spanish Academy (*Academia Venezolana correspondiente de la Española*); National Academy of Medicine (*Academia Nacional de Medicina*); Academy of Physics, Mathematics, and Natural Sciences (*Academia de Ciencias Físicas, Matemáticas y Naturales*); Bolívar Museum (*Museo Bolivariano*); Museum of Fine Arts (*Museo de Bellas Artes*); Museum of Natural Sciences (*Museo de Ciencias Naturales*); Museum of Colonial Art (*Museo de Arte Colonial*); and National Library (*Biblioteca Nacional*).

GENERAL UNIVERSITY REGULATIONS

The following regulations of the Central University also govern the other universities:

Entrance requirements for the university are a birth certificate, certificates of health and vaccination, two front-view photographs, the identification card of the student welfare organization, and the bachelor's degree granted upon completion of the second cycle of secondary education in the specialty which the student intends to study in the university. The enrollment fee is 10 bolívars a year, the only fee which the university student must pay.

The bachelor of biological sciences from a secondary school is required to enroll in the following faculties: Veterinary medicine, medicine, pharmacy and chemistry, dentistry, agronomy, department of natural sciences. Those who possess the certificate of sufficiency in secondary education (granted upon completion of first cycle of 4 years) may enroll in the department of natural sciences.

Those who possess the bachelor in philosophy and letters, the certificate of sufficiency in secondary education, or are graduates of the National Teachers College may enroll in the faculties of philosophy and letters, of law and economic and social sciences. Also those who have been graduated from the Institute of Business Administration and Finance may enroll in the department of commercial administration of this faculty.

Administration.—When teaching needs and efficiency make it desirable, registration is limited, and selection of candidates is made by an examination of their previous school records, elimination tests, and similar means. A National Council of Universities maintains educational, cultural, and scientific unity of the national universities. This council is made up of a delegate representing the professors; a delegate from the students of each university, chosen by direct secret vote in the respective bodies; the rectors of the universities; and the Minister of Education, who presides over it.

The national universities have autonomy. Annually a sum of 1 to 2 percent of the public income of the nation is included in the national budget for the universities.

The University Council is the highest authority of each university, and is made up of the rector of the university, who presides, the vice-rector, the secretary, the deans of the faculties, three delegates of the student body, and two delegates of the alumni of any of the national universities.

The University Council directs and coordinates the instruction, research, and, in general, all activities of the university. Among its many duties it regulates the administration; approves or revises the budget and administers the property and income of the university; fixes the degrees, grades, and certificates of competency which the university grants, as well as the requisites necessary for obtaining them; determines in accord with the respective requirements the recognition and validation of studies, grades, and degrees granted by foreign universities corresponding to those granted by the universities of Venezuela; decides on the awards made annually for research studies or literary productions; grants leaves of absence; acts as a disciplinary board in cases involving the teaching staff and at the request of the respective faculty contracts for professors either of the country or abroad.

Each university has a rector (president), a vice-rector, and a secretary. All are appointed by the President of the Republic. They must be Venezuelan by birth, have a university degree, or professional or scientific credentials, and have served successfully as a teacher. The rector presides over the meetings of the University Council and

carries out the decisions of this body. He is the legal representative of the university and the liaison officer between it and the authorities of the Republic and national and foreign corporations. Once a year he presents a report (memória) of the activities, progress, and status of the university. When the rector is absent, his duties are assumed by the vice-rector.

Each faculty is governed by the faculty assembly, the council of the faculty, and the dean. The assembly is the highest authority and is composed of the professors, honorary professors, representatives of the student body, and of the alumni of the faculty. The council of the faculty is composed of representatives of the professors, the students, and the alumni. It makes up the curriculum, the regulations for the distribution of material, the time in which each subject must be taken, regulations for examinations, discipline, postgraduate courses, and specialization and functioning of the faculty. It also elects the dean and names honorary members.

The council of the faculties occupies a position in relation to the faculty corresponding to that of the council of the university to the university.

Staff.—The teaching staff of the universities is made up of six types of professors: Regular, special, free, contract, temporary, and honorary.

Regular professors are appointed by the president of the university for 5 years at the proposal of the respective faculty. At the end of that period the rector may ratify the nomination without holding further competition. After two consecutive nominations full-time professors become permanent professors.

Special professors and free teachers are named or authorized by the rector of the university with the approval of the University Council at the initiative of the respective faculty. To be eligible for these posts the individual must:

Possess scientific degrees and moral character which makes him a credit to such position.

Be the author of qualified studies in the specialty which he wishes to teach.

Fulfill the prerequisites indicated in the regulations of the respective faculty.

The contract professors are those named to fill positions by virtue of contracts made with the university and form a part of the respective faculty.

Should there not be enough professors to fill the chairs under each subject, the president of the university, in agreement with the dean, shall appoint provisional professors.

Honorary professors are those who are retired from active teaching service and who merit the distinction, according to the rector and the respective faculty because of the valuable services they have given

to public education. Regular professors cannot be removed except for the following reasons: Obvious physical incapacity; proved pedagogical or scientific incompetence; bad conduct in public or private; continued absence from the position for more than 2 years; failure to attend more than 15 percent of his classes during the school year; repeated failure to perform the duties required of his position in the judgment of the faculty.

The professors of the national universities must make out programs for their courses and have them approved by the dean, but according to law they have complete independence in expressing opinions or doctrines in connection with the material which they teach. The regular courses of the special and contract professors have the same legal effect as those of the regular professors and are subject to the same rules and regulations.

In determining the professors' salaries, length of time in service is taken into account for establishment of periodic increases according to regulations which the University Council dictates. After 20 years of university service, members of the teaching and research staff have the right to retire with full salary at the time of retirement. If after the tenth year of service they become permanently disabled, they may retire with a pension equal to as many twentieth parts of their salary as they have years of service.

Full-time professors are those who devote not less than 36 hours a week to their university activities; half-time are those who devote between 20 and 24 hours weekly; and contract professors are those who devote less than 20 hours weekly to the university.

In reckoning the hours of university work it is understood that they include hours dedicated to teaching or to scientific investigation, to preparation for classes, revision of work, consultation with students, and other obligations established by the university regulations.

Validation of studies.—Studies taken in recognized foreign institutions are valid in Venezuela if the person proves to the satisfaction of a competent authority by means of a duly legalized certificate that these studies are the equivalent of the corresponding studies offered in Venezuela. Authorities competent to judge equivalent studies are the Technical Council of Education for primary, secondary, or normal education; the University Council for higher education; and the Ministry of Education for other studies not mentioned above.

If the applicant for validation of studies in higher education has not taken all of the subjects offered in the corresponding course of studies in Venezuela, he is required to take an examination in these subjects. Any person who wishes to enroll in a Venezuelan institution is required to study only those subjects which he has not taken. If the Republic has made treaties and agreements on validation of

credits, they are applied in the various cases stipulated here. Until the applicant has taken the required examinations, his enrollment is conditional.

Venezuelans who have obtained degrees from foreign universities equivalent to those given in the universities of Venezuela may obtain the equivalent Venezuelan degree by means of a comprehensive examination. Should they have omitted subjects required in the Venezuelan course, they must take examinations in these. Should the applicant have a degree in law, he must take examinations in administrative law, special law, civil procedure, and criminal law. Graduates of medicine must take an examination in tropical medicine.

Foreigners who wish to validate official degrees in Venezuela equivalent to those granted by the universities of the Republic, must take examinations in the basic material chosen by the council of the respective school, amounting to half of that included in the program of studies, and must also take a comprehensive examination corresponding to the degree.

Validation of degrees is granted only to those foreigners who are nationals of countries where Venezuelans have the same prerogatives, and who must fulfill all the requisites required of Venezuelans in those countries. However, nationals of countries in which Venezuelans do not have the same prerogatives may exercise prior validation in Venezuela if they have served as professor in one of the recognized universities or have served humanity through scientific work which has been internationally recognized, according to the judgment of the chief executive.

Persons who wish to validate a foreign scientific degree should send their request to the corresponding University Council together with the following documents: The original diploma; a birth certificate or proof of identity; proof that they are in full use of their civil rights; a program of studies. The documents must be notarized by a competent Venezuelan official in the country of origin and, if they are in a foreign language, they must be accompanied by a Spanish version made by a public translator. In case the applicant fails in any examination for validation, he may repeat it in 3 months. But if he fails three times in succession he loses the opportunity entirely.

The class programs made up by professors and approved by the council of the school include all the material for the year and must conform to an established number of classes, as follows: For classes in theory given three times a week, 90 lessons in the academic year, divided into 30 for each 3 months; for classes in theory given twice weekly, 60 lessons in the year, divided into 20 for each 3 months; and for practical classes given once a week, 30 lessons in the year, divided into 10 for each 3 months.

Student welfare organization.—A student welfare organization functions as an autonomous body in the University of Caracas and the University of the Andes. It is supported by the Government and by private persons who collaborate with the organization. It gives economic aid to students by granting scholarships and loans; helps them acquire books and materials of study at cost; helps to raise the standard of living of the students; and assists them in getting adequate employment. It also maintains a lunchroom where students may buy food and soft drinks.

The welfare organization maintains a medical and dental dispensary, each under a professional man, where students get medical care free. The organization also has a section for the development of sports; organizes sports contests; and makes sports equipment available to students at low cost. It also directs the activities of cultural extension of the students and university alumni, such as theatrical performances, musical gatherings, university chorus, radio programs, conferences, and other similar activities. The fee for enrollment in the student welfare organization is 10 bolívars.

FACULTIES

Following are a brief observation and the plans of study for the various degrees or titles conferred by each faculty in Venezuelan universities.

Faculty of Philosophy and Letters

With the beginning of the school year in the fall of 1946, the faculty of philosophy and letters was again included in the University of Caracas. During the year 1946-47, however, only the school of philosophy functioned. In the fall of 1946 the Central University of Caracas for the first time created an institute of natural science, in the faculty of philosophy and letters, which offers a 4-year course divided into semesters. The course leads to the degree of licentiate in the specialty chosen.

The degree of bachelor of philosophy and letters from a secondary school, bachelor degree of a university in any specialty, or title of professor from the National Teachers College is required for admission to the faculty. In addition the applicant must prove that he can translate one modern language (French, Italian, English, or German). It is assumed that a regular student enrolled in any of the departments of philosophy and letters will take all the subjects of each year's curriculum. However, regular students of any other university school may take some of the subjects of the curriculum of philosophy and letters in different periods, the only requirement being that they com-

plete all the courses in order to take the examinations required for receiving the diploma or degree.

The 4-year course is divided into semesters. The subjects are classified as compulsory and elective. The required courses are those indicated in the curriculum and continue for the entire school period. The electives are established by the teaching staff as monograph courses or seminars. The language courses, except those in the department of philology, are designed primarily to give the student the ability to translate at least one classical language and two modern languages. In the department of philology corresponding to the section of letters of the faculty, the study of languages is given a broader and fundamentally linguistic, historical, and grammatical treatment. To receive the degree of licentiate in the specialty, the applicant for the title or degree must have passed all the required studies of his specialty. In addition he must have taken various elective courses established by the faculty. To obtain the doctorate in the specialty it is necessary to have the licentiate and to have taken an additional year in a Venezuelan University or a foreign university of recognized standing. The applicant must also present a doctoral thesis showing original investigation. In addition to the regular courses of the faculty, special cultural courses and short courses, whose validity is established by means of resolution or special regulation, may be offered.

Required courses for the department of philosophy are: Introduction to philosophy, general logic, theory of knowledge, theory of sciences, history of philosophy, contemporary philosophy, psychology, sociology, pedagogy, metaphysics, ethics, history and theory of art, theory of history, history of culture, languages—Latin and Greek; French, English, or German.

The section of letters of the faculty of philosophy is integrated with the following departments: Classical languages, Spanish and Romance languages, English and Germanic languages, history, anthropology, and journalism.

For the 4 years of study, the curriculum of the department of Spanish and Romance languages includes the following required subjects: Latin and Greek, history of grammar I (phonics and morphology), history of grammar II (philologic explanation of texts), Spanish grammar I (phonics), Spanish grammar II (analogy), Spanish grammar III (syntax), introduction to literature (literary theory, style and composition), Spanish literature, French or Italian, French or Italian literature, Venezuelan and Hispano-American literature, modern literature, history of art, method of Romantic languages other than Spanish (French, Italian, etc.), history of culture, and esthetics.

Faculty of Physical and Mathematical Sciences

The study of engineering in Venezuela, properly speaking, began in 1895 and has undergone many reforms and reorganizations in order to improve the preparation for the profession. The most important of these reforms was that of 1944 when the system of studies and examinations was radically modified, new material added to the curriculum, and the instruction diversified by including studies in various branches of engineering not offered before in order to help develop the natural resources, establish new industries and improve those already existing, improve health and living conditions, and means of communication.

The faculty of physical and mathematical sciences now offers courses leading to the following degrees: Licentiate in natural science, civil engineer, hydraulic and sanitary engineer, industrial engineer in mechanics and chemistry, petroleum engineer, mining engineer, geologist, surveyor, and architect. The degree of doctor in natural sciences and in engineering will be conferred in the future when the schools consider it convenient to organize postgraduate courses.

The course in architecture is fixed at 5 years. In the other specialties there is no set time in which to complete the studies, but they may be taken in the time desired with a minimum of 4 years, or eight periods or semesters. Students are advised to complete the requirements of a given course as quickly as possible and to devote full time to the studies they are taking. Students who are forced to work part of the time may formulate their own plan of studies and choose the materials which they shall take in each period and the program which best fits their needs. In choosing the materials which they will take in each period they must take into account the necessary prerequisites for each course.

Studies for the first year, or the first two periods in this faculty, are the same for all specializations, except architecture and natural sciences, and during this period conferences are given to help the students select their specialization.

Enrollment.—Enrollment takes place in the first half of September. Students who have taken courses in a foreign university and wish to enroll in any school of the faculty of physical and mathematical sciences must obtain an authorization from the university council beforehand. Students in the schools of sciences and engineering must enroll in each period in the studies which they take. Students of the school of agriculture must enroll by semesters.

Units of credit for each study.—A unit is equivalent to 3 hours of student work; for example, one laboratory period of 3 hours is a unit; a 1-hour class in theory plus 2 hours of preparation counts as a unit.

A course which counts as four units requires 12 hours a week in class study and periods.

In teaching and scientific investigation, the faculty is divided into the following schools: Science, engineering, and architecture. The school of science is divided into three departments: Mathematics, physio-chemistry, and biology. The school of engineering is divided into four departments: General instruction, civil engineering, hydraulic, sanitary, mechanical and industrial engineering, and geology, mining and petroleum engineering.

The councils of the departments are formed by two professors of the subjects taught in the respective department and half as many student delegates as professors. A director of the department chosen by the members presides.

All the schools of the faculty have the same system of examinations. The grade is computed by taking the sum of 25 percent of the average of the practical work, 35 percent of the average of the monthly tests, and 40 percent of the final examination. These percentages may vary according to the subject, except the percentage of the final examination, which may never be more than 40 percent. It is necessary to have a grade of 10 or more in the course in order to take the examination.

Hours of class and examinations are fixed by the directors of the schools in accord with the dean. Classes in theory are usually given in the morning between 8 and 12, but when necessary may also be given between 7 and 8. Practical exercises, laboratory periods, and seminars are given in the afternoon between 2 and 6 and may be prolonged when necessary.

Plans of study

	<i>Number of units</i>		<i>Number of units</i>
CIVIL ENGINEERING:		HYDRAULIC AND SANITARY ENGI- NEERING (same as above, except as follows):	
Mathematics.....	14	Chemistry.....	15
Chemistry.....	6	Structural engineering.....	6
Physics.....	10	Sanitation.....	16
Mechanics.....	23	Hydraulic works.....	8
Drawing.....	8	Electrotechnical.....	4
Geology.....	3	Electives.....	12
Topography.....	6		
Languages (English).....	6	Total.....	144
Hygiene.....	3		
Law.....	3	INDUSTRIAL ENGINEERING (same as civil engineering, except as fol- lows):	
Manual work (wood).....	1	Chemistry.....	19
Economics.....	6	Drawing.....	9
Communications.....	5	Topography.....	3
Structural engineering.....	29	Manual work (wood and iron).....	2
Electrotechnics.....	3		
Electives.....	18		
Total.....	144		

EDUCATION IN VENEZUELA

INDUSTRIAL ENGINEERING—con.	Number of units
Economics.....	9
Electrotechnics.....	8
Metallurgy and mines.....	5
Machines.....	14
Total.....	144

CHEMICAL ENGINEERING (same as industrial engineering, except as follows):

<i>Omit:</i>	
Projects of machines.....	2
Centrals.....	3
Circuits and electrical machines.....	4
<i>Substitute:</i>	
Organic chemistry I, II.....	5
Industrial processes I, II.....	4
Electives.....	16
Total.....	144

MINING ENGINEER (same as for civil engineering, except as follows):

Chemistry.....	10
Mechanics.....	16
Geology.....	16
Language (English).....	9
Economics.....	9
Mineralogy.....	12
Manual work (wood and iron).....	2
Metallurgy and mines.....	10
Law (mining and petroleum).....	2
Electrotechnics.....	4
Machines.....	10
Electives.....	3
Total.....	144

GEOLOGIST (same as for civil engineer, except as follows):

Mathematics.....	8
Chemistry.....	8
Physics.....	6
Geology.....	61
Topography.....	9
Language (English).....	9
Law (mining and petroleum).....	2
Principles of economics.....	2
Mineralogy and petrology.....	15
Principles of mining engineering.....	2

GEOLOGIST—continued	Number of units
Principles of technology of petroleum.....	3
Electives.....	7
Total.....	144

PETROLEUM ENGINEER (same as for civil engineer, except as follows):

Chemistry.....	10
Mechanics.....	15
Drawing.....	7
Geology.....	11
Topography.....	3
Language (English).....	9
Manual work in wood and iron.....	2
Economics.....	9
Law.....	2
Mineralogy and petrology.....	4
Petroleum.....	17
Electrotechnics.....	4
Machines.....	9
Electives.....	5
Total.....	144

LICENTIATE IN NATURAL SCIENCES:

Mathematics.....	6
Chemistry.....	11
Physics.....	6
Geology.....	6
Biology.....	21
Botany.....	7
Zoology.....	8
Language (English, French, or German).....	12
Economics.....	14
Electives.....	76
Total.....	167

SURVEYOR:

Mathematics.....	6
Hygiene.....	3
Drawing.....	3
Geology.....	3
Topography.....	9
Language.....	6
Law.....	3
Other courses.....	13
Field work and report.....	15
Total.....	61

Faculty of Law

Studies necessary to obtain the degree of doctor of political science are given in the faculty of law. The course is 6 years in length and the degree of bachelor in philosophy and letters from a secondary school is required for admission.

In connection with many courses, theory is supplemented by practical exercises—oral and written. The school council in each case determines the minimum of practical work to be done by students in courses which require it. Certification as to completion of practical work is required before taking the theoretical examinations. Apart from this supplementary practical work, a preseminar of law is offered in the first year to orient and prepare the students in the technique of juridical study. Among other activities this seminar also trains the students in the elements of investigation, the preparation of cases and bibliographies, the use of texts and legal documents, preparation of arguments, and other exercises to develop the students.

For scientific investigation and cultural development a seminar of fiscal law was established not only for the students of the faculty who had special interest in this branch of law, but also for graduates and public officials with similar interests.

Plan of studies for the degree of doctor of political science¹

Subjects	Hours per week, by school year					
	I	II	III	IV	V	VI
1	2	3	4	5	6	7
Roman law and its history.....	3	3	---	---	---	---
Constitutional law and Constitution of the Republic.....	3	---	---	---	---	---
General principles of law and history of Venezuelan legislation.....	3	---	---	---	---	---
Sociology.....	---	3	---	---	---	---
Civil law.....	---	3	3	3	---	---
Penal law.....	---	---	3	---	---	---
Political economy.....	---	---	3	---	---	---
Mining legislation.....	---	---	---	3	---	---
Commercial law.....	---	---	---	3	3	---
Administrative law and special laws.....	---	---	---	3	---	---
International public law.....	---	---	---	---	3	---
Public finance.....	---	---	---	---	3	---
Social law and labor legislation.....	---	---	---	---	3	---
Civil procedure and forensic practice.....	---	---	---	---	3	3
History of the philosophy of law.....	---	---	---	---	---	3
Medical law and legal medicine.....	---	---	---	---	---	3
Private international law.....	---	---	---	---	---	3
Criminal judicial proceedings.....	---	---	---	---	---	3

¹ In effect in 1945-46 and a slightly modified plan of studies was to be adopted in 1948. The plan of studies, distribution of material, time of study for each subject, was to be decided by early 1947-48.

The faculty also plans to establish a seminar of public law to complement the professional preparation given in the faculty, to promote, direct, and organize scientific investigation in the studies included in

the different branches of public law, and to contribute to the training of specialists who form part of the teaching staff of the university. Likewise, a seminar of private law with similar ends is projected.

To obtain the doctorate in political science the applicant must complete the studies required in the faculty, present a thesis, and defend it before a special jury. The theme and plan of development of the thesis must have been presented for approval by the competent authority.

Faculty of Economic and Social Sciences

The faculty of economic and social sciences became a separate school in November 1938, and the national law of education of July 15, 1940, elevated it to a faculty of the university.

The faculty of economic and social sciences as reorganized in 1946-47 offers courses leading to the licentiate in economic and social sciences, doctor in economic and social sciences, the title of business administrator and accountant, licentiate in foreign service, and the certificate of higher commercial studies. The diploma of bachelor in philosophy or in mathematical science from a secondary school is required for admission to all courses, except business administration for which the certificate of secondary commercial education is sufficient.

The faculty of economic and social sciences does not have a uniform plan of studies, nor are all students required to finish the courses in the same length of time. Although recommended plans exist, each student has his own plan of studies, his own program, and takes the number of years best suited to his particular case within the limits designated in the previous section.

During the first semester of studies, the student interested in obtaining one of the titles or degrees which the faculty offers, must prepare a program of the general subjects and the electives, with the scheduled hours, and present it for approval to the dean of the faculty. The head of the department and the adviser then approve the plan of studies of the candidate.

The licentiate in any of the courses in the faculty of economic and social sciences may be completed in not less than 4 nor more than 6 years; the doctorate in not less than 5 years; and the title of business administrator and accountant in not less than 4 years nor more than 5.

The applicant for the doctorate must have had a minimum average grade of 15 during his licentiate. Should he have a lower average grade than 15, he is required to enroll in other subjects and improve his grade. In addition, the applicant must present a thesis and defend it before an examining board. To take the examinations the student must have made at least an average grade of 10 in daily work, and to

have attended 15 percent of the classes of the semester. Passing grade is an average of 12.

Teaching and scientific investigation are divided into departments, each of which has a program of work in accord with the year's appropriations. The head of the department who is chosen by the professors of the department calls regular meetings and arranges for discussions.

In 1947-48 the following departments were to function: Economics, public administration; general studies and extension work, business administration. Other departments will be created in the future, among which is foreign service, designed to coordinate the training for the diplomatic and consular career. In addition to these departments, the economic institute is dedicated exclusively to investigation and to the training of students for this institute. The seminars in economics are under this institute.

Plan of studies for licentiate in economics and social sciences¹

Subjects	Hours per week, by school year			
	I	II	III	IV
	1	2	3	4
Political Economy ²	3	3	3	
Social law ²	3	3		
Constitutional law and general principles of legislation ²	3			
History of economics and of economic doctrines.....	3			
Administrative law and special law ²		3		
Banking and fiscal accounting.....		2		
Public Finance ²			3	2
Sociology ²			3	
Economic geography.....			3	
Mining legislation ²				3
Venezuelan economy.....				2
Statistics.....				3

¹ In effect 1945-46, somewhat modified in 1946-47.

² Students take this subject in the school of political science and take the examination provided by that school.

Upon completion of the above course of studies, the student must take a comprehensive examination to obtain the degree of licentiate in economics and social sciences.

The doctorate in economics and social sciences requires another year's study during which the following courses must be taken 3 hours a week per school year: Industrial technique and organization, agrarian economy, and public finance. Upon completion of the work the applicant for the doctorate must take an examination, present a thesis and defend it before an examining board. The school council determines the minimum of practical work required of students in subjects which require such work.

To obtain the degree of licentiate in economic and social sciences, the candidate must take a comprehensive examination covering the 4-year course of studies.

A doctorate in economic and social sciences is obtained after a further year's study and an examination in any one of the following, 3-hour weekly subjects: (a) *Industrial technique and organisation*, (b) *agrarian economy*, (c) *money and banking* and (d) *public finance*,

The candidate shall present an original thesis and support it before an examining board. The school council in each case determines the minimum of practical work required of students in those subjects that demand such work.

Faculty of Medicine

The school of medicine offers the subjects necessary to obtain the degree of doctor in medical science in a 6-year course. The degree of bachelor of biological sciences of a secondary school is required for admission. When the studies are completed, the candidate takes a comprehensive examination, present an original thesis and defends it before an examining board.

The faculty of medicine is divided into the school of medicine, the institute of experimental medicine, and the institute of experimental surgery. The institutes of experimental medicine and of experimental surgery conduct investigations of biological sciences in the branches of medicine and surgery, work toward the scientific improvement of the work of the graduates and the teaching staff of the university; lend their services to public and private institutes; and undertake any other service of a scientific nature which may be assigned by the council of the faculty of medicine. Each institute has a director appointed for 5 years by the rector of the university, with the approval of the faculty of medicine, and through previous competition in the specified qualifications.

The school of medicine is divided into the following departments: Human anatomy, normal and pathological; physiology; tropical medicine, microbiology, and hygiene; medical group; and surgical group.

The teaching staff of the school of medicine is made up of Venezuelans, but at the suggestion of the council of the department or group and with the approval of the council of the faculty, the university council may contract the services of duly qualified foreign professionals. The school of medicine teaching staff includes the following categories of professors: Regular, extraordinary, associate, assistant, contracted, honorary, and free as well as interns, chiefs of clinics, chiefs of practical work, technical assessors, instructors, and others designated with the approval of the council of the faculty. To be appointed professor of the school of medicine the applicant must have the degree of doctor in medical science granted by a Venezuelan university, except in the case of foreigners as mentioned above.

The teaching staff (professors and chiefs of clinics) of the school of medicine, which functions at the Vargas Hospital, are subject to

the provisions of the hospital regulation regarding chiefs and first assistants of hospital services.

Unjustifiable absences from classes in theory or daily practice on the part of the teaching staff of the school of medicine and those which, according to the university regulation are considered as repeated absences, are reported to the Ministry of Education through the Governor of the Federal District, together with the respective proof, in order that the Ministry may discharge such persons.

The clinic courses are entirely practical in character. The professor and clinic chief give daily practice to the group of internes and day students assigned to them by the hospital administration. The professor gives one lesson of practical character each week and the clinic chief gives daily practice in clinical symptomatology.

During the first fortnight of October of each year, the rector's office of the university sends to the hospital administration a list of students for the second and third bienniums of study together with the class schedule.

The hospital administration divides the students among the different services, taking the following facts into account:

(a) That the student's hospital duties must not conflict with his class schedule.

(b) That students of both the second and third bienniums must pass successively and proportionately, in their 2 years of hospital practice, through service in surgery, medicine, obstetrics, pediatrics, and whatever specialized services are possible.

(c) That all students registered in the fifth year of medical sciences must attend during that year an obstetrical case and a pediatric case, to be authorized for them in order that they may obtain the certificate of practical work necessary for the examination in obstetrics and pediatrics, respectively.

The council of each school determines, in each individual case, the minimum of practical work demanded of the students in the subjects that require it.

Certification for this is made by the respective professors, but those for hospital service are issued by the hospital administration.

The clinics do not give examinations; these have been replaced by the respective certificates of hospital practice obtained during the performance of such service.

Graduates and students of the third biennium may register for special courses in various specialized fields. Upon completion of the specialized course, candidates take an examination consisting of written, oral, and practical tests, in order to obtain the special certificate.

The examining board is composed of the professor of the subject,

the chief of the respective clinic, and another member designated by the school council. The examining board receives no fee.

In case the number of candidates for admission as first-year students is greater than the number fixed by the school, selection is made by an admission examination held in the first 5 days of October. This consists of a written or collective practical test, in answer to a questionnaire on the subjects covered by the bachelor's diploma connected with the studies the candidates wish to pursue. The examining board in this case is composed of three professors of the school, designated by the school council, and two professors of secondary education acting as technical advisers. Students legally registered in previous years, who have been approved in at least one of the first-year subjects, are exempted from the examination for admission.

Plan of studies for the faculty of medicine

Subjects	Hours per week, by school year											
	I		II		III		IV		V		VI	
	L	P	L	P	L	P	L	P	L	P	L	P
1	2	3	4	5	6	7	8	9	10	11	12	13
Descriptive human anatomy	3		3									
Anatomical technique		9		9								
Medical physics and chemistry	3	6										
Physiology			3	6								
Topographical anatomy				4								
History of medicine and dentology			2									
General pathology and pathological physiology			2	4	2	4						
Surgical pathology					3		3					
Bacteriology and parasitology					3	6						
Surgical technique					3	4						
Medical pathology							3		3			
Tropical pathology							2	4				
Obstetrics							2	2				
Pathological anatomy							2	4				
Pharmacology							2					
Hygiene and social medicine									2	6		
Surgical clinic:									2	4		
Gynecological clinic												
Ophthalmological clinic												
Medical clinic:												
Cardiological clinic												
Tuberculosis clinic												
Therapeutics												
Legal medicine and toxicology											3	
Medical clinic:											2	4
Clinic in dermatology and syphilography												
Clinic in electro-radiology												
Clinic in neurology and psychiatry												
Surgical clinic:												
Traumatology and orthopedics												
Clinic in urology												
Ear, nose, and throat clinic												

¹ L—lecture; P—practice.
² In effect in 1945-46, but slightly modified for the year 1947-48, were the following subjects: Clinics in introductory symptomatology; obstetrical clinics; therapeutical surgical clinic; and clinic in pediatrics and child care. Clinical courses are taken in last 2 years and are of practical character.
³ First-year course also includes histology—L 2, p. 4.



Faculty of Dentistry

The degree of dental surgeon was conferred for the first time in the University of Caracas in March 1853. At that time the examination was given by the council of medicine, and later by the college of doctors. The school of dentistry under the faculty of medicine was created in 1922, and the faculty of odontology was created in September 1940.

The aims of the faculty are to further the professional, moral, and cultural development of the applicant for the degree of dentistry, the scientific and educational improvement of the teaching staff, the study of the social and scientific problems related with dentistry and the application of the results in the Republic, study of the methods and systems considered best for dental training, organization of post-graduate courses, creation of scholarships, seminars, and interchange and collaboration with similar institutes in the country and abroad.

The 4-year course leads to the degree of doctor in odontology. Enrollment requires the degree of bachelor in biological sciences from a secondary school. At least three examinations are given in each subject during the year, and a final examination at the end of the year. The final grade on each subject is obtained by adding 20 percent of the average grade made in the tests to 30 percent of the average grade made in practical work, and 50 percent of the final examination grade. Applicants for the doctorate in odontology must pass all of the subjects and present a thesis prepared during the last year under the direction of a professor of the faculty.

Plan of studies for the school of dentistry¹

Subjects ²	Hours per week, by school year			
	I	II	III	IV
1	2	3	4	5
Descriptive human anatomy	3			
Histology ¹				
Dental mechanics and materials	3			
Topographical anatomy of the head and neck		3		
Operating and prosthetic technique		3		
General pathology and pathological anatomy			3	
Dental materia medica, pharmacology, and dental therapeutics			3	
Stomatological pathology			3	3
Stomatological clinic			3	3
Dental surgery			3	
Dental prosthesis			3	3
Therapeutics and hygiene				3
Physiotherapy and radiology				3
Stomatological surgery				3

¹ Plan of studies in effect in 1945-46 and still followed with slight modifications.

² Students will take the following subjects in the school of medicine and will take the examinations provided by that school: Physics and biological chemistry; physiology (second year); bacteriology and parasitology (second year).

Faculty of Pharmacy and Chemistry

Courses in medicine and pharmacy were given as soon as the University of Caracas was opened. The courses were included in the faculty of medicine for a time, and in 1840 the first regulation for the practice of pharmacy was dictated. In 1884 the council of medicine was created which also had power to confer degrees of pharmacist (farmacéutico) and was under the Ministry of the Interior and Public Instruction. The Pharmaceutical Society of Caracas and of Venezuela, created in 1893, proposed to Congress the creation of a faculty of pharmacy, which was set up the following year. In 1898 the regulation of the faculty and the curriculum of studies were established. This faculty continued until 1900.

In 1916 a Presidential decree established in Caracas a school of pharmacy. According to the law of special higher education of June 1924, the studies required for the degree of pharmacist should be completed in 3 years. The education law of 1940, modified somewhat by the National Congress in 1941, reestablished the faculty of pharmacy, with 4 years as the time in which the degree of pharmacist can be obtained, and 5 years for the doctorate in pharmacy.

The organic law of the National University of September 1946, article 82, created the faculty of pharmacy and chemistry with two schools: School of pharmacy and the school of chemistry. The degree of bachelor in biological science from a secondary school is required for admission to either school. A revision of the curriculum is being studied with a view to adopting a system of semesters so that both courses would be completed in six semesters and thus fill the great need for professional pharmacists and chemists without decreasing the technical and scientific preparation.

Plan of studies for school of pharmacy

Subjects ¹	Hours per week, by school year			
	I	II	III	IV
1	3	3	4	5
Pharmaceutical botany	3	-----	-----	-----
Pharmaceutical physics	3	-----	-----	-----
Analytical qualitative chemistry	3	3	-----	-----
Mineralogy	3	-----	-----	-----
Galenic pharmacy	3	-----	-----	-----
Hydrology	-----	3	3	-----
Analytical quantitative chemistry	-----	3	-----	-----
Inorganic pharmaceutical chemistry	-----	3	-----	-----
Zoology and technical parasitology	-----	3	-----	-----
Organic pharmaceutical chemistry	-----	-----	3	-----
Bacteriology and serology	-----	-----	3	-----
Vegetable pharmaceutical materials	-----	-----	3	-----
Toxicology	-----	-----	-----	3
Toxicological skill and bromatology	-----	-----	-----	3
Pharmaceutical legislation and deontology	-----	-----	-----	3

¹ Examinations in all the subjects are theoretical and practical, with previous certification as to practical work.

Faculty of Agriculture

This faculty provides theoretical and practical instruction and stimulates and organizes scientific research in agriculture. The bachelor in physics and mathematical sciences or in biological sciences from a secondary school is required for entrance. The length of the course is 5 years with each divided into two semesters, and leads to the degree of agricultural engineer.

The course offers technical, practical, and scientific instruction in the fundamental problems of the country. During the first 2 years the instruction is entirely scientific and is designed to lay the foundation for the higher courses. Later in the course the students begin to participate in exercises in the technical laboratories of the Ministry of Agricultura.

In the vacation periods of the first 4 years, 6 weeks of practice are given either in the departments of the Ministry of Agriculture or in private concerns. These practice periods are under the supervision of technicians and are controlled by the faculty. The Ministry of Agriculture offers scholarships to students who have distinguished themselves in the first semester's work. These are reconsidered at the end of each semester to determine if the student has made good use of it; or if it should be given to one more deserving.

The faculty was founded as the school of higher agriculture in 1937, and in 1946 it was elevated to the faculty of agriculture of the Central University of Venezuela. During all this time a 5-year program of study has been required. The school is located at the Hacienda Sosa El Valle, where the institutes of veterinary, agricultural, and zootechnical research also function and where students do practical work. In the central buildings are the science laboratories and the principal classrooms.

Courses begin regularly in the first 2 weeks of August and end the first semester in the second part of December, after the final examinations. They reopen for the second semester in January, ending the school year in June. Registration is during the first 10 days of the opening of the course.

Plan of studies for the faculty of agriculture**FIRST YEAR***First semester*

General botany.
Inorganic chemistry.
Elementary English.
Drawing.
General mathematics.
Industrial agriculture.

Second semester

(Same as first semester, except where indicated.)

SECOND YEAR

Agricultural chemistry.
Analytical chemistry.
Advanced English.
Topography.
Types and breeds of cattle.
Zoological agriculture.

Soils.
Agricultural ecology.
General microbiology.

THIRD YEAR

General cultivation.
Agricultural ecology.
Fertilizers.
Nutrition of animals.
Agricultural machinery.
General entomology.

Genetics.
Horticulture.
Breeding of animals.

Economic entomology.

FOURTH YEAR

Fruit culture.
Plant physiology.
Rural legislation.
Farm administration.
Plant diseases.

Propagation of plants.
Systematic botany.
Dairy industries.
Development of cattle breeding.

FIFTH YEAR

Rural construction.
Textiles and oils.
Agricultural economy.
Tropical farming.
Animal hygiene.
Dairy industries.

Agricultural hydrology.
Sericulture.
Agricultural extension.

PROPOSED ELECTIVES FOR FOURTH AND FIFTH YEARS

Grape culture.
Statistical methods.
Agricultural ecology.
Systemic botany.
Advanced genetics.
Technological chemistry.
Soil classification.
Applied entomology.
Advanced entomology.

Marketing and storage of grain.
Vegetable growing.

Plant taxonomy.

Plant physiology.

Faculty of Veterinary Medicine

The faculty of veterinary medicine in its short existence has done much to stimulate an interest in this career among youth of the country. In general, the faculty has tried to introduce practical work as well as theory; carefully selects its professors; orient the students from the first year; give special emphasis on the special national problems of animal husbandry; keep in close touch with the Institute of Veterinary Investigation so that the students may take advantage of its facilities; make field trips to acquaint the students with the national animal life; bring about cooperation of the student with the sanitary campaigns undertaken by the Office of Stock Breeding, particularly during times of epidemic; and provide abundant sources of technical information, both national and foreign.

Requirement for admission to the faculty is the degree of bachelor of biological sciences from a secondary school, diploma of professor granted by the National Teachers College, or the degree of bachelor in philosophy taken according to the regulations in effect since September 16, 1940.

The faculty is divided into the departments of anatomy, physiology, medicine, surgery, zootechnics, development, hygiene and legislation, bacteriology and parasitology. Instruction consists of classes in theory, conferences, practical exercises, and laboratory periods. Classes in theory are 50 minutes in length. The course leading to doctor in veterinary medicine is 5 years.

Plan of studies for veterinary medicine**FIRST YEAR***First semester*

Descriptive anatomy of the horse I.
 Histology.
 Methods of organic chemistry.
 Elements of biological physics.

Equitation.

Second semester

Same course II.
 Histology and embryology.
 Genetics.
 Elements of physio-chemistry and biological chemistry.

SECOND YEAR

Comparative anatomy of domestic animals. Same course II.

General physiology.

Veterinary physiology.

Zoological medicine (protozoology, helminthology, and entomology) I. Same subject, course II.

General and internal zootechny.

Microbiology (patogena and industria I).

General microbiology.

Bio-chemistry.

Food and nutrition.

THIRD YEAR

General pathology.

Physiopathology.

Veterinary physiology II.

Semelology and ophthalmology.

Semelology.

Special zootechny (Breeds).

Microbiology II.

Surgical pathology.

Pathological anatomy and technique of autopsy II. Same subject, course II.

Surgical pathology.

Clinical analysis.

FOURTH YEAR

Medical pathology.

Same subject, course II.

Diseases of poultry.

Diseases of genital organs.

Obstetrics.

Hygiene.

Pharmacology, materia medica and therapeutics. Same subject, course II.

Infectious-contagious diseases.

Same subject, course II.

Parasitic diseases.

Inspection of products and food industries.

Clinics and ambulatory clinics.

Same subject, course II.

FIFTH YEAR

Inspection of products and food industries II. Same subject, course II.

Therapeutic and technical surgery.

Zoonosis.

Medical clinics.

Zoonosis.

Surgical clinics.

Zoonosis.

Animal products (meat, milk, wool).

Economics and statistics of cattle raising.

Podology and mariscaleria.

Clinic and ambulatory clinic.

Practical work taken in the faculty of veterinary medicine may be methods or work on carcasses, methods of work on live animals, laboratory work, industrial field work.

CHAPTER IX

CULTURAL SERVICES

THE MINISTRY OF EDUCATION has tried to extend the radius of its cultural work in an effective way to include the entire country. The Office of Culture publishes the following magazines: *Revista Nacional de Cultura*; *Educación*; and *Onza, Tigre y León*, a juvenile magazine with contributions from children in all the Americas. These publications are distributed free to schools. In addition to these magazines, the Office of Culture also publishes primary song and story books and texts used in the schools. The "Popular Library of Venezuela" is another series of publications of the office and includes novels, histories, biographies, anthologies of folklore, and poetry by well-known Venezuelan authors. The volumes of this library series are designed to give a panorama of the literature of the country, and are sold for a sum small enough to put them within reach of everyone.

In addition to its publication program, the Office of Cultural Services supervises the work of the following branches of education and educational institutes: Artistic Education, the National Library, National Museums, Institutes of University Extension—National Academy of History (*Academia Nacional de la Historia*), Venezuelan Academy affiliated with the Spanish Academy (*Academia Venezolana correspondiente de la Española*), National Academy of Medicine (*Academia Nacional de Medicina*), Academy of Physics, Mathematics, and Natural Sciences (*Academia de Ciencias Físicas, Matemáticas, y Naturales*), Bolívar Museum (*Museo Bolivariano*), Museum of Fine Arts (*Museo de Bellas Artes*), Museum of Natural Sciences (*Museo de Ciencias Naturales*), Museum of Colonial Art (*Museo Arte Colonial*), the National Library (*Biblioteca Nacional*), the program of Literacy and Popular Culture, and all musical education in the schools. The Office of Cultural Services must also pass on the cultural programs given in the official schools. It also arranges for exhibitions of the work of the art schools and of the popular arts of the Schools of Arts and Trades, and the School of Plastic and Applied Art.

APPLIED AND FINE ARTS

Artistic education aims to develop and train the perception as well as to give instruction in the techniques of various forms of artistic expression, such as painting, drawing, music, and various forms of popular arts.

Instruction in art to train professionals and teachers is given in special schools, such as the School of Plastic and Applied Arts, the School of Music, Rhythm and Stage Art, and in other special schools. Special regulations govern each of these schools.

School of Plastic and Applied Arts.—The School of Plastic and Applied Arts in Caracas and the school of Plastic Art in Zulia are maintained by the Ministry of Education under the section of Artistic Education. These schools offer courses in popular arts, such as ceramics, weaving, leather work, wood carving, steel engraving, and the fine arts. Through the courses in arts and crafts the schools aim to develop new productive industries in the country.

One of the features of the school in Caracas is the course given for elementary school children who come from various public schools after their regular classes in the afternoon. The teachers who direct the work are trainees planning to teach art when they finish their course. The children are encouraged in free expression.

In 1945-46 the school had an enrollment of 463. The school holds an annual exhibition of the student's work, and has received awards for its work in enamel, ceramics, engraving, and glass work in the exhibition at the Official Salon of the Fine Arts Museum. Work of the Art schools was also exhibited at the World's Fair in New York and at the Pan American Exposition of Graphic Arts in Washington.

During the year many conferences are offered on art in general, educational films on art are shown, and other cultural activities are offered. In 1945 the following works of the students of the school in Caracas were exhibited in the annual exposition of the school: Paintings, 228; murals, 4; photographs, 66; sculptures, 32; engravings, 61; tapestries, 28; ceramics, 353; enamel work, 52; and glass work, 7. A total of 831 pieces were exhibited.

The courses of study offered at the school are as follows:

Fine Arts

4 Year Course

Divided into 2 cycles of 2 years each

Subject	First cycle	Second cycle
Drawing.....	X	X
Painting.....	X	X
Landscape.....	X	X
Composition.....	X	X
Line and mechanical drawing.....	X	X
Modeling.....	X	X
History of art.....	X	X
ELEMENTARY EVENING COURSES		
Drawing.....	X	X
Coloring.....	X	X
Interior decorating.....	X	X

CULTURAL SERVICES

Training course for professors of drawing

Subject	I	II	III
1	2	3	4
Principles of teaching drawing.....	X	X	
Lineal and mechanical drawing.....	X	X	X
Nature drawing.....	X	X	X
Methodology of drawing.....	X	X	X
Special education.....		X	X
History of art.....	X	X	X
Educational psychology.....		X	
Modeling.....	X	X	X
Plastics composition.....	X	X	X
Pen and ink drawing.....			X
Philosophy.....		X	X
Literature.....		X	X
History of culture.....	X	X	X
Practice teaching.....		X	X
Shop work in specialization.....	X	X	X

Applied art

CERAMICS

Subject	I	II	III	IV
1	2	3	4	5
Shop work in specialization.....	X	X	X	
Pottery wheel.....	X	X	X	
Decorative molding.....	X	X	X	
Mechanical drawing.....	X	X	X	
Applied drawing.....	X	X	X	
History of plastic arts.....	X	X	X	
GRAPHIC ARTS				
Shop work in specialization.....	X	X	X	
Applied drawing.....	X	X	X	
Mechanical drawing.....	X	X	X	
History of applied arts.....	X	X	X	
TEXTILE ARTS				
Shop work in specialization.....	X	X	X	
Mechanical drawing.....	X	X	X	
Applied drawing.....	X	X	X	
History of applied arts.....	X	X	X	
GLASS WORK				
Shop of technical specialization (for students of second cycle of pure arts section).....	X	X	X	X
MURAL PAINTING				
Shop of technical specialization (for students of second cycle of pure arts section).....	X	X	X	X

Special courses offered in the school include: Sculpturing, portrait painting, enamel on metal, and molding and casting (for students of sculpture and ceramics).

The National Academy of Fine Arts was founded in Caracas, September 18, 1887. The work of the academy was reorganized in 1936 and the name changed to National School of Music. The following courses were offered: Musical composition; five courses in piano; three in violin; one each in violincello, counterpoint, flute, oboe, fagote, clarinet, trumpet, trombone; also history of music; three in theory and chorus. In 1945 the school became the Higher School of Music. It has 391 students enrolled in the various courses which are taught by 22 professors.

The same year the Preparatory School of music was opened. The purpose of the school is to help students discover and develop their musical talents. The following courses are offered: Piano, voice, violin, theory and conducting, education (methods). A course in music appreciation and a mixed chorus was added to the program in 1946. When the school year opened September 1946, there were 343 applicants for admission. From this group 276 were admitted.

SUPERVISION OF MUSICAL EDUCATION IN THE SCHOOLS

This new division of the Ministry was created in July 1946 in order to provide the consolidated schools and the Federal upper elementary schools with professors of music and singing, and to develop in the pupils an appreciation of music. In addition, this division has charge of the professors of rhythm and the teaching of instrumental music in various schools of Caracas.

LITERACY AND POPULAR CULTURE

This service became part of the Ministry in July 1946 and was given a large increase in appropriation in order to carry on the intense literacy campaign described in that section. (p. 62).

SYMPHONY ORCHESTRA

The Ministry of Education in the last few years has contracted with the symphony to give series of six concerts a year. One of these concerts is for children. Concerts of chamber music are given twice a week in various institutions, such as the Museum of Fine Arts, the National Library, the National Music School, and in various secondary schools.

NATIONAL LIBRARY

The National Library is located next to the National University of Caracas in an old building which is crowded and inadequate for the

increasing activities of the institution. In recent years the Ministry of Education and the director of the Library have stressed the need to provide not only a new building, but to lengthen the hours of service and to inaugurate a lending service. Furthermore, they have felt that enlarging and improving the services of the National Library would be the most effective way of improving library services and making them available to more people throughout the country. At various times in the last decade trained librarians from the United States have assisted in the National Library in organizing the work of cataloging and in reorganizing the services.

READING ROOM (SALÓN DE LECTURA) OF SAN CRISTÓBAL

The reading room in San Cristóbal is an outstanding example of library services which other Venezuelan communities may have in the future. The reading room is located in a beautiful, modern, attractively furnished building. In addition to a library there are study rooms, a large auditorium, and a gymnasium. During the hours it is open, the whole building is in constant use and, particularly in the evening, is a general meeting place for intellectuals of the city.

MUSEUMS

The Museums of Fine Arts, of Natural Science, and the Bolívar Museum are under the direction of the Ministry of Education. The Ministry also cooperates with the Museum of Colonial Art of Caracas, a private institution sponsored by the Society of Friends of Colonial Art.

The Museum of Fine Arts was installed in the beautiful modern building constructed especially for it in 1937 at the edge of Las Caobas Park. The rooms contain exhibitions of national art, painting, sculpture, engravings, enamel on metal, ceramics, and drawings. Each year the museum has special expositions, which are often sent to be shown in other cities of the country. The museum is used extensively by the schools and many of the secondary schools give their art classes there.

The Museum of Natural Science is also located at the edge of Las Caobas Park, across the avenue from the Museum of Fine Arts. The new building it occupies was formally opened by the President of the Republic in July 1940. In addition to the various rooms where collections are displayed, the museum has a conference room which seats 300 persons. The museum is open to the public on Sunday, Tuesday, and Thursday and on national holidays. In the last few years more than 80,000 people, including groups of school children, have visited

it. During vacation a course in taxidermy for technical inspectors, directors, and teachers is offered. The museum contains collections of mineral and animal life of the country. When the new building was opened, the Indian collection which had been in the Bolívar Museum was transferred to the Museum of Natural Science.

The Bolívar Museum was founded in 1911 to preserve objects which belonged to Simón Bolívar, and to others connected with the independence movement and other important epochs of Venezuelan history. This museum has received many objects from other countries and gifts from private individuals. The museum library is open to the public for consultation and study.

VENEZUELAN-AMERICAN CULTURAL CENTER

In July 1941, the Venezuelan-American Cultural Center was founded to develop closer cultural ties between Venezuela and the United States. This aim has been realized through two cultural conferences in which leading intellectuals of both countries took part, through exhibitions of paintings, books, and photographs, and through concerts, and various social affairs.

The center maintains a circulating library of representative books of the United States which is widely used by both Venezuelans and the English-speaking colony. A library course was also offered at the center in collaboration with the National Library. The center has a circulating library of phonograph records and now and then presents record concerts.

One of the outstanding activities of the center's program is the English teaching program. In 1946, more than 1,100 students were enrolled in English classes, which are free. In addition to those given at the center itself, it has at various times offered courses in English at the National University in Caracas, the Workers' Cultural Center, the Boy Scouts headquarters, and Police headquarters.

Another important function of the center is concerned with awarding scholarships for study in the United States. A committee of the center examines the applications for scholarships which are offered each year through the Department of State, the Office of Education, the Institute of International Education, and private institutions.

Besides having free use of the library, students of the center may also complement their courses by attending the conferences, concerts, exhibitions, dances, and other educational and social activities through which the center aims to give a well-rounded idea of the culture of Venezuela and the United States.

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