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THE TRAINING OF BILINGUAL TEACHERS
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Bilingual teachers are the key people in a program of bilingual education such as has been carried on among the vernacular-speaking peoples of the Peruvian jungle. Therefore, it has been essential that they receive the most adequate training possible. A brief history of teacher training in the jungle situation will show how the training facet of the program has developed, to keep pace with, or perhaps rather to set the pace, for the development of the program as a whole.

THE FIRST TRAINING COURSE: PILOT PROJECT

The very first training course, as proposed in Lima, was to be held during the school vacation months, January to March, 1953. The course was to be held in Yarinacocha, a point centrally located between the northern and southern jungle region. The Ministry of Education would finance housing, food, and travel and name a director for the course; the candidates, after training, would teach in their communities during the school year and, as long as such training was needed, would return to pursue their studies during the vacation months of each year. Beyond those basic plans, the proposed course posed further immediate questions, such as: Who should be trained? In what classroom facilities and student housing should the course be held?

The major problem was finding literate, bilingual candidates, people who could read and write in the vernacular and in Spanish. In addition, they had to be men accepted and respected in their communities. In a few communities located along the main rivers, some candidates were found who were already somewhat literate in Spanish, having attended elementary schools where teaching was in that language. In some communities, initial literacy materials made by the field linguist had been instrumental in giving basic training in reading and writing; also some elementary arithmetic materials had been prepared and used. The first class of candidates eventually comprised fifteen individuals from six language groups. A few of these did not really qualify as candidates, and had to be coached separately in order to become literate.

Meanwhile, the site for the new venture was chosen. The jungle forest land was cleared, and a jungle-style classroom built, i.e., palm-leaf roof, unbleached muslin ceiling, low board walls (from which metal screening continued to the height of the ceiling), and a dirt floor. In this more or less insectproof accommodation, a long blackboard, teacher's table, and student tables and benches (wide enough for two) were added. Thus the stage was set for the faculty (the director, an educator from Lima, and a subdirector from SIL) and the student body. There was even a small sports field, from which fallen trees and chopped-down growth was cleared. For student housing, land adjoining the classroom, along the road, was cleared, and several leaf-roofed, jungle-style houses were built.

Near the time for school opening, the candidates began to arrive: by raft from far upriver, by small airplane from more distant communities, and by canoe from the nearby indigenous group. Most of the married men brought their families and household equipment, including mosquito nets and cooking pots.

Curriculum planning was not very complicated. As to academic subjects, the director, who was also the main teacher, taught reading (in Spanish,[1] of course), writing, and social

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1 Throughout this chapter the titles of textbooks and names of courses have been translated from Spanish into English for the convenience of the reader.

studies (including history and the geography of Peru), trying to adapt the subject matter and the details of presenting it to the level of education and Spanish ability of the students. The subdirector did the same for arithmetic and notions of hygiene.

In preparation for the months ahead, the teacher candidates were shown how to construct classrooms in their communities. The Yarinacocha classroom served as a model, except that palm bark would be used instead of planed boards. They were taught such basics as: the lighting (from the sun) should be adequate, preferably from the left side, and must not fall directly on the blackboard (causing reflection difficulties) or shine directly in the pupils' eyes. These students were also taught simple carpentry and the use of basic tools in Saturday morning classes so that they would be better prepared to make tables and benches for their future pupils, utilizing primarily jungle materials.

As to pedagogy and school organization, the students were taught such matters as: how to use a clock in dividing their day into 50-minute class periods, with a 10-minute break before or after each hour; how to arrange their pupils according to size and ability; and how to keep attendance records. The academic school subjects were to be reading and writing in the vernacular, arithmetic, and oral Spanish, with additional activities such as health instruction and singing. They were also taught methods for teaching lessons clearly. Field linguists who were conversant with the native languages and who had planned the native-language primers already in use in some of the villages taught the students how to use the vernacular materials. In the evenings, these same linguists coached the students, helping them to understand what they may have failed to grasp during the day due to lack of facility in Spanish or lack of sufficient academic background. (In order to be able to coach well, tutors had to attend the pertinent part of the classroom sessions during the day.)

The very circumstance of representatives of six language groups, with different cultural backgrounds, coming together, living in the same community, communicating with one another in a common language (Spanish), and sharing common goals,

was unique and an invaluable education in itself. In addition to sharing classes and recreation time, the students got together to share facets of their culture in front of the whole group, in what later came to be called Cultural Programs. It is impossible to estimate how much the experience of being together meant to the students in terms of broadening their view of their native country, its peoples, their cultures, their goals, and their common government. Furthermore, they were becoming aware of the part they could play in the future development of their communities, and of their country, through promoting participation of the jungle peoples in the national life.

Closing day brought special delights for the eleven approved prospective teachers. They were supplied with teaching and school materials—chalk, notebooks, pencils—as well as tools, metal screening, and even unbleached muslin for ceilings. (It was later decided that the last two items were not really necessary.) Thus loaded with materials and the promise of a small monthly salary, they were speeded on their way, some by small plane and some by truck and canoe to outposts in the far-away recesses of the jungle, there to build their schools and school furniture, raise the Peruvian flag, teach pupils the national anthem, and perform the many other tasks they had learned in the training course.

PREPARATIONS FOR THE SECOND TRAINING COURSE: FOUNDATIONS LAID

The two major goals of the first training course had been to raise the academic standard of the students and to prepare them to be teachers. These goals were kept in mind as plans were made for further courses. As to academic training, the national course of study would be followed, with adaptations in keeping with the jungle environment.

Programming

In order to plan the pedagogical aspects of the next teacher-training course, plans for the curriculum to be followed in the

village schools had to be taken into account. In some localities there might be a school for Spanish-speaking children, which indigenous children might attend after reaching a certain skill level in reading, writing, arithmetic, and communicating in Spanish. It might be possible for these children to enter at the second-year[2] level, if they had received sufficient preparation beforehand in the bilingual school. Of course, such schools were available in very few of the areas involved in bilingual education. Nevertheless, the thought provided a goal, or standard, toward which to direct the academic education of native pupils. In order to reach the second-year level, the bilingual school pupils must learn the rudiments of reading, writing, and arithmetic and of Spanish as a second language, as well as elementary lessons in natural and social sciences.

With this in mind, as well as the then current curriculum of the Ministry of Education and the course outline which the Department of Rural Education had elaborated for early grades of the primary schools, the following evolved.[3]

Reading

Reading materials in the vernacular, previously prepared, were in use during the current year, but field linguists had to be responsible for further materials to keep ahead of the jungle pupils. Primers had to be constructed that were parallel to the teaching method introduced in the first training course, or according to modifications thereof which would appear in the second training course; that is, although it was recognized that the structure of each language is different, certain general principles must be followed in order to give a basis for some group teaching of reading methods. In the preparation of

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2 Second year was, in reality, the third year of formal training. The country's school system at that time provided for a year of transition, in which pupils became accustomed to school and began learning the rudiments of reading, writing, arithmetic, details of their environment, living together happily in home and school environment, etc. Following transition were first and second years, and so on.

3 See chapter 7 for summary chart of curriculum and textbooks.

materials, the author continually had to bear in mind the method he expected the teacher to use as he taught the textbook, and plan the book accordingly.

Writing

"Writing" would be in printed form, similar to the letters in the primer reading books, using large letters which would fill the space between the lines of the children's notebooks. (Although it was expected that some adults would attend school, books and classes were geared chiefly to children of school age.) The children were to be taught to write words and phrases from their reading books so that at this stage they would not be trying to write unfamiliar material.

Arithmetic

A set of elementary arithmetic lessons introducing numerical concepts had previously been planned for one of the indigenous groups. These lessons formed a good starting point for planning a series of arithmetic books to be used in transition classes. As the planning continued, it became obvious that native children, not accustomed to a numerical system with base 10 as in Spanish, would need more than one year of transition in order to become acquainted with the value of the numbers and to master addition and subtraction facts of numbers 1 to 20 (the standard for primary schools at that time).

Due to the fact that the pupils would be learning the beginnings of Spanish conversation while they were in the process of acquiring necessary skills in all subjects, it was decided to have three years of transition. The goal set, but not necessarily strictly adhered to, was the recognition of quantities and their representation in numbers 1 to 10, plus addition and subtraction number facts to 8, or some part thereof, as an arithmetic accomplishment for Transition I pupils; number facts to 14 for Transition II pupils; and number facts to 20 for Transition III pupils. The time required to complete the three stages would depend on the rate of progress

in each classroom. Books were planned accordingly; i.e., Book 1 involved number recognition, while Books 2, 3, and 4 covered number facts. They were purposely planned to be not only pupil textbooks but also the teacher's guide to the progression and content of what he was to teach, with a teaching-like presentation of the material and exercises for pupils' practice or "application" of the new facts learned. The latter exercises were included for two reasons: (1) the beginning teachers would not yet be adept at composing exercises that would provide review of old material without using untaught concepts; and (2) in a classroom in which more than one grade was taught by one teacher, blackboard space and teacher's time for putting exercises on the blackboard would be limited. A further series of arithmetic books, 5, 6, and 7, were also prepared to be used in first-year classes in the event that some of the more progressive pupils had advanced sufficiently during the current year to be ready for further material the following year. These more advanced textbooks were formulated in simple Spanish, to be put in diglot form by the linguists and native helpers.

Oral Spanish

Oral Spanish was another subject of the developing curriculum for transition, as well as for further classes. The goal was to have children first learn the skills of reading through the medium of their native language, using vocabulary and subject matter with which they were familiar. Then these skills could be applied to Spanish, and pupils could be taught to read the books which were at that time used in the transition classes of primary schools for Spanish-speaking children. However, to apply their skills in reading without understanding the content would defeat the purpose of learning to read. In order to forestall this undesirable situation, lessons in oral Spanish were planned to include much of the basic vocabulary of the Spanish reading books. Drawings were made on cards to represent the nouns and action words of the books, and simple conversations were planned for practice in using them. This plan was not

ideal, but it served until a better one could be developed a year or two later.

Nature and social studies

According to the official plan for primary schools, nature and social studies were to begin formally in classes of the first-year level. A book was therefore planned which followed the units suggested in the official plan, centering around the home, the school, the locality, and the country. The content was based on jungle life in home, school, and community, with some material relating to the geography and history of Peru as a whole. The book was planned to present words, phrases, and sentences related to the themes of the course in such a way that the lessons would serve as practice for the pupils in Spanish; therefore, the book was called *Spanish*. The teachers were to teach the content of each day's lesson in the class hour for that course, in the native language. The following hour they would teach corresponding words, phrases, and sentences in Spanish, with emphasis on meaning as well as on pronunciation. In the next few years, the title of the book was changed to *Natural Science and Social Studies,* and the lessons were translated into the Indian languages by field linguists and their native helpers. The result was a diglot edition in which the vernacular and Spanish were presented on facing pages.

Production schedule

Once the basic plans were made and the textbooks designed, it was the responsibility of the field linguist to see that vernacular reading books were sufficient to keep ahead of the pupils and that a diglot form of Spanish materials was prepared in the language with which he was familiar.

Thus the foundations were laid for a continuing program of bilingual education, through the academic and pedagogical training of teachers and through supply of materials which would not only help them know what to teach and how to teach it but would also provide practice drills for their pupils.

FURTHER EARLY COURSES: THE PROGRAM STEADILY TAKING SHAPE

The 1954 course and further planning

The second teacher training course began in January 1954. The now experienced teachers were back, with varying degrees of success to report, and ready to learn more so as to be better prepared for next year. There were also new candidates, bringing the total student body to twenty-seven.

It was obvious that as the student body increased, the number of professors had to increase and the physical plant had to be expanded. Moreover, more textbooks were needed for the teachers to take back in order to keep pace with the increasing level of their pupils' academic achievements. The following statistics show the actual expansion rate for the teacher training course in ensuing years:

TABLE 6.1. TEACHER TRAINING COURSE STATISTICS, 1953-1962

Personnel	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962
Student body[4]	15	27	39	47	52	69	63	63	81	115
Professors	2	2	3	3	3	6	5	3	5	5
Approved candidades[5]	11	13	16	9	7	19		13	26	

Physical plant. In the next few years following the first teacher training course, more single-unit houses were built to accommodate families, and dormitory-style houses were built

4 Numbers include teachers returning for more training and new candidates.
5 Having come as new students and having completed satisfactorily the level of the training course at which they had entered, they now received authorization to teach classes in jungle schools.

for men coming without families; classrooms were added, along with dining room and a kitchen. A house for the director and professors was constructed and furnished.

Further textbooks. Planning continued, with the goal that native pupils, on reaching second year must be at a level comparable with that of second-year Spanish-speaking pupils in primary schools. Since difficulty was anticipated in attaining that level of achievement by the end of the first-year studies, a further year, First Year Advanced, was planned during which pupils might learn the content of second-year courses in the vernacular while obtaining practice in the use of Spanish related to those subjects. In accordance with this plan, the series of arithmetic books was augmented to include numbers 8, 9, and 10. The textbook *Spanish No. 1 (El Castellano No. 1)* was followed by *Spanish No. 2.* (The latter subsequently became *Natural Science and Social Studies No. 2* and was followed by *Natural Science and Social Studies No. 3.*) It was the responsibility of linguists to arrange facing pages in the vernaculars to correspond to the pages in Spanish.

According to the official Plans and Programs for the primary schools, one of the subjects included in each level was Moral and Religious Education. For classes of transition and the five following years of study, certain Scripture passages were cited around which studies were to center. Bible passages translated into the vernacular were to be used as they became available.

The 1957 course

Details of the 1957 course show both expansion and steady improvement of quality by further training of those already in service. Ten language groups were represented among the returning students, as compared with six in 1953. The following statistics show the number of students who returned for further training, indicating the year in which they had begun to train:

TABLE 6.2. STUDENTS RETURNING FOR FURTHER TRAINING

Class of:	1953	1954	1955	1956
Returning students:	6	12	13	9

In 1957, these, plus twelve new candidates from five new language groups, comprised a student body of 52, representing fifteen language groups. Of special import was the fact that one of the new candidates was a young man who had received his education in a bilingual school established in his village in 1954.

Summary of subjects taught. The students in the 1957 course were grouped into three levels on the basis of tests given at the start of the course. The three different groups were taught academic subjects and aspects of general pedagogy by the director and his wife, assisted by the subdirector. In addition, there were classes in health, agriculture, the phonetics of Spanish, carpentry, and literacy methods. Again, field linguists, conversant with the Indian languages, taught curriculum and teaching methods for materials in the native languages. They also helped during the two hours of study in the evenings, explaining lessons which students had found difficult during the day, or helping with assignments.

There were again cultural programs, and with these as a model the students were encouraged to train their pupils to present programs in their communities in conjunction with the holidays indicated on the school calendar.

Preparatory course. In the first training course, a few candidates who were not sufficiently literate and bilingual had been coached separately from the main student body. By 1957, the need for an extracurricular class, chiefly for the learning of Spanish, had become so urgent that an official preparatory course, running concurrently with the teachers' course, was established for thirteen students. The course was initiated for prospective candidates for whose language groups there were as yet no schools or for those who could not feasibly obtain preparation in native communities. This course proved to be so helpful that it was continued throughout the 1957 school year. The director of the teacher training course became coordinator of the program of bilingual education for the jungle region during the 1956 and 1957 school years; his wife undertook the heavy responsibility of teaching the students in the preparatory course. Later, and continuing for several years, such students

were taught in conjunction with occupational courses which were held during the regular school year, using the facilities of the teacher training course.

Personal documents. Another aspect of the training course was the help given to the students in obtaining personal documents and land titles for their communities. They were assisted through the processes of obtaining statements of birth and documents of citizenship, which they had not been able to obtain in their isolated communities. Civil marriage was also arranged, to supplement marriage in traditional ways, for those who wished it.

THE PROGRAM UNDER WAY

By this time, a pattern was pretty well established for ensuing courses, though each course varied from the preceding ones, depending on the director, the faculty, and the students, who were increasingly aware of the requirements of a good teacher and their needs in becoming one. As can be seen by the statistical chart in the preceding section, the increase in students was slow but comparatively steady, as was the increase in faculty.

In 1961 a year-round employee of the Ministry of Education was stationed in Yarinacocha. For several years previously there had been a secretary during the teacher-training course, but now having an administrator on hand during the whole year was a great asset to the program. In addition to other duties he was responsible for book orders and other requests sent in by teachers, for making reports to the government, and for preparing budgets. In 1964, two more office personnel served during the course, later becoming full-time employees.

By 1964 the student body had increased to 154 students, representing twenty-one ethnic groups. Of these, 36 were new candidates, 20 of whom were products of bilingual schools. The government continued to finance the new candidates' travel, food, books, and other expenses. Returning teachers were salaried and were therefore responsible for their own expenses.

A resume of some of the features of the developing training course program follows.

Faculty and staff

The staff in 1964 included the director, the subdirector, the director of studies, and six other professors. In 1963, for the first time, a bilingual teacher formed part of the teaching staff. In 1964, as in previous years, the field linguists helped with methods for teaching vernacular materials and practice teaching, in evening study times, and in the books and supplies department, as well as in supervising the physical plant.

Quality and orientation of professors

One reason for the success of the program has been the excellent quality of those who have served as professors. They have usually been well-trained and well-recommended school teachers from Peru's national school system who have utilized their vacation time helping to train bilingual teachers. They have been recommended by those who knew them as being capable and adaptable in new situations. Some continuity in the teaching staff has been maintained; some professors have returned for two, three, four, and up to seven courses. The fact that three of the directors have been given the post of Coordinator of Bilingual Education is a reflection of their considerable administrative ability.

As the number of professors increased, the orientation of new personnel became one of the most essential ingredients of the teacher-training course. Orientation is designed to ease problems in adjustment to a new type of student body. The professors have usually come from city or town schools where both they and their pupils have similar cultural backgrounds, including a common native language. In our case, the students have come from cultural backgrounds not only extremely different from the professors' but also, in many aspects, different from each other's. Their knowledge of Spanish is limited, especially at the beginning levels. Coming without any

orientation into such a classroom situation could result in culture shock for the professors akin to that experienced by candidates on their first appearance in the professors' classrooms.

Anticipating the problems, a few days of orientation sessions have been programmed for the new professors prior to the beginning of classes. This orientation has been given chiefly by the coordinator and the returning director and faculty. It has included an explanation of the philosophy, methodology, materials, and goals of the bilingual school program as a whole, in the setting of the small scattered jungle villages, as compared with primary schools in towns and cities of Spanish-speaking people. Thus, training of teachers to conduct these schools must be uniquely different from training in other teacher-training schools: academic, pedagogical, and other goals of the course, and details of plans for attaining them, must be discussed in the orientation classes.

An equally important characteristic of the orientation sessions has been an explanation of the cultural and academic background of the students to help the professors understand them better. It has been pointed out that the student teachers have been chosen by their communities because of their academic abilities and potential for carrying out leadership responsibilities; because they are professionals and community leaders; and because they have a history and a cultural heritage which is different from the professors', a knowledge of which will enlarge the professors' own store of knowledge and provide new challenges in their classroom work.

Though the academic and Spanish ability of the students may be limited, there is no doubt that they have made tremendous progress and continue to do so. Since they have not yet become accustomed to the detail involved, they will probably need extra help with filling out forms and other administrative matters. As students of the teacher-training course they are living in an abnormal environment with corresponding frustrations. Because they are receiving instruction in a second language which they are still learning, there is often mental

fatigue. In addition, they are struggling with the pressures of assignments and unfamiliar vocabulary.

Considering the above points, attitudes of respect, patience, and understanding are necessary. In addition, it is necessary to speak clearly and somewhat slowly and to use vocabulary easy to comprehend, with repetition and review.[6] Almost always, during the courses good rapport and mutual respect has developed between the professors and students.

Physical plant

In preparation for the 1964 course, a new classroom, another dormitory (making three altogether), and a large office building were added. The new office building was an especially appreciated asset. Besides offices for the director and other personnel, there was a large storeroom on one end of the building. It became temporary storage space for thousands of notebooks and pencils, chalk, flags, and teaching aids, to be dispensed at the end of each year's course for more than a hundred jungle schools. Most importantly, its shelves were stocked with primers and other textbooks in the native languages, mostly in diglot form, which were also dispensed according to orders as needs were estimated by the teachers.

Student levels

On the basis of tests given at the beginning of the course, the students of the 1957 teacher-training course had been grouped into three academic levels. Although no attempt had been made in the early courses to give official credit for the level attained,

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6 In the early years of the teacher-training courses, special textbooks were prepared for Levels I, II, and III. The subjects thus simplified were natural science and social studies, which included history, geography, and civic education. The special books used a reduced vocabulary and short sentences in large print and well spaced. Those textbooks later became a source of material for composing a reference book for teachers and pupils of second- and third-year classes in the jungle schools. The texts for the training course are no longer in use; the reference book was used until 1972.

by 1957 this had become possible. By 1962 there were four levels of students, and by 1964 there were six, thus making it possible for students to complete elementary-school training and be ready for high school. Although in 1964 Level I constituted a review of second-year material, in 1967 the review was abolished; third-year material was then taught in Levels I and II, fourth-year material in Levels III and IV, and fifth-year material in Levels V and VI. By 1970, due to bilingual schools in the communities, many candidates were entering the training course at fourth- or fifth-year levels, and some had already finished their elementary education. However, from smaller, more isolated communities and indigenous groups where linguistic work had only recently progressed sufficiently to establish schools, candidates were still prepared by the linguist and in precandidate courses, and entered at the lowest level.

Nonacademic curriculum

At each of the levels, the academic material for that level was taught according to the official school system of the country. However, the curriculum included other aspects of training equally as important: organized Spanish practice, pedagogy, school administration, and practice teaching.

Increased fluency in Spanish. The method for handling additional Spanish practice varied from year to year. In 1963, when there were still only four levels of students in the training course, there were ten weeks of teaching and thirty-four hours of classroom time each week. Of these, at Levels I, II, and III, four hours per week were dedicated to remedial Spanish (three hours at Level IV). In 1965 a strong impetus was given this aspect of the course when the director, a university professor, taught and supervised two other professors in the teaching of Spanish. He prepared the Spanish course on the basis of dialogues and exercises. A placement test was given at the beginning of the course to divide the students into classes according to their Spanish ability. The same test was given at the end of the course and showed gratifying results.

Although division into levels of Spanish ability has not been a consistent part of the training course, extra Spanish help has been given. Very often the materials being developed for teaching Spanish in the jungle schools have been those that professors have used in the training course, and have been incorporated into a dual-purpose subject whereby students are not only obtaining practice in Spanish, but are being shown how to teach Spanish in their schools, using the same materials.

School administration, pedagogy, and practice teaching. These have had an important place in the training course schedule throughout. For example, let us take the 1963 plan. Of the ten weeks of thirty-four classroom hours, five hours per week were allotted to school administration in Levels I and II, and three hours per week in Levels III and IV. (In Levels V and VI, added later, there was less emphasis on this aspect of training and more on academic training.)

Level I was composed of new candidates who would be expected to teach only beginning classes. In four of the hours allotted, the candidate students were taught such basics as how to alphabetize names, how to register students, how to keep attendance records, and how to make statistical reports of grade averages and attendance. They were taught how to test pupils for placement in the appropriate levels, and then how to test their progress through the year and how to give final grades. They were also taught to prepare and use yearly, monthly, and daily plans; to make an inventory of all textbooks at the end of the year; and to prepare an order for books that would be needed the following year. (Textbooks have in most cases been school property; for many years they were paid for by the teacher or the community, but more recently they have been paid for by the government.)

The remaining hour per week was dedicated to teaching how and where to construct the school; preparation and placement of blackboards, desks, and benches; and how to care for textbooks and other school equipment. Students were also instructed in the preparation of adequate playground and sanitary facilities.

In Levels II, III, and IV, material taught in school administration in Level I was reviewed and augmented with more advanced classes in mind.

In the 1963 plan, Pedagogy and Practice Teaching were given thirteen hours per week of classroom time in Level I, nine hours in Levels II and III, and thirteen hours in Level IV. In Level I the students were taught what the subject matter was for transition classes, what textbooks were to be used, and how to teach the various subjects. They were also taught how to cope with two or three levels of students, teaching the levels consecutively and assigning helpful review or drill exercises to the otherwise unoccupied pupils.

In Levels II and III, students were prepared to teach grades beyond transition. They were also taught how to conduct classes for up to five levels of pupils simultaneously, since many were teachers in one-room schools where the number of pupils did not warrant the hiring of more than one teacher.

The students of Levels I and II were taught by field linguists who knew the structure of the primers and textbooks in the vernacular languages; Levels III and IV were taught by the professors of the training course.

Practice teaching varied from year to year. In 1964 there had been four hours of practice teaching distributed throughout each week. In 1965, part of the teaching practice was concentrated into four hours a day for five successive days, thus giving practice for the kind of planning and management that the teachers would be doing in their communities. Children of teachers' families often served as pupils for practice teaching. For at least two years, students were taken in groups, by turns, on Fridays, to a nearby Shipibo village. There two bilingual teachers conducted "model" classes which the students observed, and which would later be the subject of discussion.

In 1967, an innovation was made in the scheduling of pedagogy and related classes. These were to be taught in a special level for students who registered specifically for these courses. In the previous system, teacher candidates who had finished fifth year of primary school would not receive the necessary training in pedagogy and administration without repeating some

years of academic study along with it. In this newly created pedagogy level, the students received not only pedagogy instruction, but also an extra course in Spanish grammar (from a structural point of view) and in arithmetic.

In the following years, two pedagogy courses were established. All candidates entered the Pedagogy I course first. After studying Pedagogy I, students completed the academic courses and the Pedagogy II course, in an order recommended by the director or the coordinator of bilingual education in the jungle. (During the years spent in the academic courses, the students received a small amount of refresher training in pedagogy.)

The women's course

In 1965, a training class was initiated for women whose husbands were attending the course. Prior to this, some help had been given to teachers' wives in reading and sewing, and now for the first time there was an official course for women in home economics. Basic practical courses in sewing, cooking, hygiene, child care, and housekeeping were taught. Since that time, the women's course has been a regular part of each session of the teacher-training course.

Health

In addition to a unit of study called The Child and Health, which is a part of the regular academic program in all primary schools, for several years all students in the training course were given instruction in health principles and the diagnosis and treatment of common ailments. A manual of ailments and treatments was prepared, and students were taught how to use it. The students who had had sufficient training were permitted and encouraged to take back medicines to administer as needed in their communities. During most of the training courses, an ophthalmologist from Lima donated his time to give eye examinations and prescriptions, even seeing that the prescriptions were filled. Sometimes dental help was also available.

Diverse activities

Each training course has had its differentiating characteristics. In 1964, classes in community development and premilitary instruction were introduced. Ever since a suitable sports field became available, all the training courses have had a sports program. There have been intramural soccer games between teams composed of students from the various levels. In the 1957 training course, and in several later courses, assemblies were held. Student officials of the school "municipality" were elected, and there were student committees, each with definite responsibilities related to the student body. In almost all of the courses, there has been an excursion to acquaint the students with agricultural or other projects beyond the immediate neighborhood of Yarinacocha. In 1964, the students were encouraged to write short articles, with instructive value on themes related to their communities. These were put on the bulletin board for all to read. In one of the training courses there was a special class for several students who were to become supervisors of schools for their own language group.

HIGH SCHOOL TRAINING

It has been noted that in 1964 the student body had increased to 154. For several years after that, there was little change in the number of students, primarily because students completing elementary school classes went on to study in vacation high school courses away from Yarinacocha. In 1967, there were twenty-five such students: fifteen in first year, six in second year, and four in third year of high school. In 1969, the teacher training course was expanded to include high school training and has continued to do so, thus making possible continued education for students graduating from the elementary grades. By 1977, 240 of the 320 bilingual teachers had graduated from high school.

RECENT DEVELOPMENTS

In April of 1972 a new system of education, called the Educational Reform, was initiated by the government. The government has been deeply concerned that the aboriginal languages be maintained as vehicles of communication, and is very much interested in bilingual education. At the same time, the Educational Reform, introducing new philosophies and points of view, has revamped the educational system of the country. Training courses have continued in the same general pattern as before, but are geared to the Reform system with orientation into the new methods.

In the pedagogy department of the 1978 training course, classes were taught to a small group of seven candidates as well as to a group of thirty-four experienced teachers back for refresher courses. A further group of eleven received training as supervisors, an introduction to linguistics, and other material intended to equip them for more leadership responsibility in education in the jungle.

SUMMARY

The bilingual school teachers trained in these courses have, over the years, taught thousands of pupils in a total of twenty eight language groups; in 1978 over 12,000 were enrolled. In addition to their classroom activities, they have served their communities in a multitude of ways.

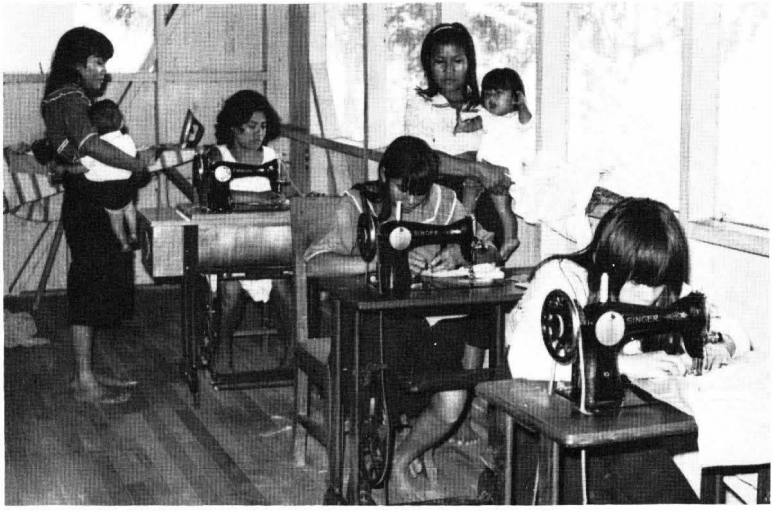
Ever since its inception by the government in 1952, the teacher-training course has been endorsed and promoted by each succeeding government as an integral part of the bilingual education program. In 1956, the post of Coordinator of Bilingual Education in the Jungle was created, with technical and administrative aspects of the program to be handled by his office. The director of the 1956 training course was appointed to the post and served for two years. Such was his dedication to his work, his confidence in the teachers, and his encouragement to them that he is still remembered by them. In 1964, the

director of the 1962 training course was appointed to the position. Believing firmly in the purpose and efficacy of bilingual education, he had served not only as director but had continued to be most helpful to the program as a whole. Now, as coordinator, his influence was strongly felt in all aspects of the program, including the training courses. In 1968 he was given other responsibilities in connection with bilingual education, and a new coordinator was appointed, serving in that capacity until the program was decentralized.

In addition to the interest of the government and the inestimable services rendered by the coordinators, the directors of the courses have contributed not only their professional ability in the cause of training teachers, but their personal interest, often going much beyond the call of duty in their desire to help. Many of the professors, too, are worthy of the highest tribute for their altruistic service. The assistance of SIL members in various aspects of the program has also been an effective contribution. Thus teamwork has made possible the degree of success experienced in the program.

(Hesse, 1964)

Pupils line up for opening exercises at the Aguaruna bilingual school at Nazareth (see chapter 5).



(Lance, 1969)

In a course specially organized for them, wives of bilingual school teachers learn to use treadle sewing machines (see chapter 6).

(Hesse, 1963)

On completing their training, bilingual teachers receive their diplomas at a graduation ceremony in the Peruvian jungle (see chapter 6).

(Lemke, 1972)

Raúl Sinacay, an Amuesha teacher, studies the diploma he received upon graduation from the Teacher-Training Course (see chapter 6).