CHARACTERISTICS OF STUDENT LEADERS AND NON-LEADERS IN THE UNIVERSITY OF SAN CARLOS OF GUATEMALA

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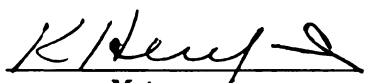

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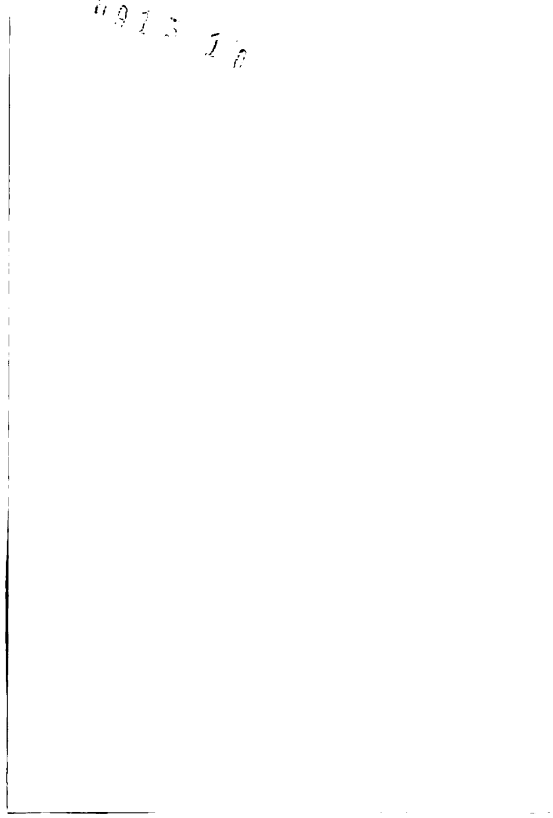

ABSTRACT

CHARACTERISTICS OF STUDENT LEADERS AND NON-LEADERS IN THE UNIVERSITY OF SAN CARLOS OF GUATEMALA

by Artemio Rivera-Arroyo

The Problem

This study has been designed to analyze and describe selected characteristics of student leaders and non-leaders of the University of San Carlos of Guatemala (USCG) during the year of 1963.

The Sample and Procedure

The population consisted of 5,806 subjects, of both males and females, from the ten Faculties in Guatemala City. This population was sub-classified in two groups: (a) 102 student leaders and (b) 5,704 non-leaders, for a total of 5,806 subjects.

The instrument used was the Second Student Census, prepared and validated by the USCG Registrar's Office and the Institute of Educational Research and Improvement. This questionnaire was completed by all students in January, 1963, as a pre-requisite to enrollment. It was divided into four main parts comprised of forty items. These were: 1) personal and demographic information,

2) educational data, 3) social information, and 4) economic information.

The selected characteristics were: sex, age, marital status, his family's economic and educational background, the student's own educational background, years elapsed between high school graduation and first enrollment at USCG, length of time at the University, number of academic years completed, number of courses completed, rate of academic achievement, work experience, hours per week worked, and monthly income. Descriptive and comparative tables were compiled and the analyses of the differences and similarities among student leaders and non-leaders were expressed in percentages.

Specific Findings

Students at the University of San Carlos of Guatemala predominantly are male, graduates of public secondary schools and representative of families of relatively high income and educational level. Most students attend the University part-time; a high percentage (40%) are gainfully employed. The rate of academic achievement, therefore, is low; for the average of re-enrolled students, less than 50% of required academic work is completed each academic year. On the average, a student invests in excess of two calendar years to complete each academic year of studies. Hence, less than three per cent of enrolled students are graduated each year; the

average student will complete his major program of studies, if he completes it at all, only after nearly fourteen years of enrollment. Of those enrolled in 1963, approximately one-fourth had completed seventy per cent or more of their required work during previous years of enrollment, hence may be considered to be successful full-time students.

In general, the students elected to positions of leadership within the University reflect the overall characteristics of the student body. Most are male, single, of families of relatively high income and educational level, and relatively low achievers. The group of 102 student leaders differed, however, significantly from other students in several respects. In general, they were younger, members of smaller families, the income of their fathers was greater, the father himself was usually a professional person or skilled technician with at least a secondary education, proportionately fewer student leaders were gainfully employed while enrolled in the University, and their rate of academic progress was significantly greater than that of non-leaders, although they had been enrolled in the University a greater number of years.

Conclusions

On the basis of these and related findings, it was concluded:

(1) that the University of San Carlos of Guatemala organizes its programs as though its students were engaged in full-time study, when in fact the overwhelming majority are not; hence, the University tends to be inefficient in the use of its resources as well as under-productive of needed graduates.

(2) that the University could--by detailed study of the composition of its student body and of national developmental needs for trained human resources--formulate a more productive and efficient organization.

(3) specifically, that the University could become a more productive and efficient educational institution by: a) concentrating its resources in full-time study programs involving non-working students and b) simplifying its curricula, particularly in the first three years of study.

(4) that these and other academic reforms are feasible, inasmuch as: a) 60% of the students now enrolled are not engaged in gainful employment, hence could be engaged in full-time study programs and b) over three-fourths of those students now engaged in part-time study academically are in the first three years of study.

CHARACTERISTICS OF STUDENT LEADERS AND NON-LEADERS IN THE UNIVERSITY OF SAN CARLOS OF GUATEMALA

By

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I would also like to give special thanks to and to dedicate this thesis to my three sons, Orlandito, Francis, and Timineito for their tolerance and for the way they accepted my prolonged absence from home.

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CHAPTER 1

CHARACTERISTICS OF STUDENT LEADERS AND NON-LEADERS IN THE UNIVERSITY OF SAN CARLOS OF GUATEMALA

The student in Latin American universities is a principal participant in university government and administration. He is formally represented in the university's governing board and in the governance of each of the university's several schools and colleges. All too frequently, students and university officials are pitted as antagonists, rather than as co-responsible groups in the development and operation of the university's several enterprises.

Little is known of the university student in Latin America. On occasion the university student is cited for his role as demonstrator or advocate in support of or opposition to various political issues. He is known to be engaged in university studies only part-time, and so engaged for many years. Yet, student profiles are non-existent. Even university records are generally inadequate, sometimes non-existent. Moreover,

university officials sometimes behave toward students as though they were knowledgeable of student characteristics when in fact they are not.

The purpose of this study was to develop a representative profile of student characteristics in the hope that university officials--and the students themselves--might find one new basis for developing understanding.

STATEMENT OF THE PROBLEM:

The problem undertaken was to determine selected socio-economic and personal characteristics of students enrolled in a representative Latin American university. Further, efforts were made to distinguish between student leaders and non-leaders, in terms of these characteristics.

LIMITATIONS OF THE STUDY:

The investigation was limited to the study of selected characteristics and attitudes of the student leaders and student body of the ten Faculties of the University of San Carlos of Guatemala that are located in the City of Guatemala, for the academic year 1963. There was no attempt to study or to establish correlations between these students and students from other campuses, colleges or universities in Guatemala or Central America. The study is limited to the 5,806 students who, at the time of the study, were active students, that is auditors,

newly-admitted or re-admitted students, in the ten Faculties. The principal source of information was the Second Student Census of University of San Carlos, January, 1963. All students supplied selected personal data such as: age, sex, marital status, family background, social and economic level, faculty and major, time spent in the university, institution of secondary education in which they graduated, time elapsed between graduation from secondary school and their first enrollment in the university, employment, number of hours worked, income, academic achievement, etc.

The students considered as leaders for the purposes of this study are those who, at the time of the investigation, had been elected to principal positions of leadership in the various official, administrative and student organizations within the University structure.

Mere election to office does not necessarily establish the quality of leadership; however, the elected officers are placed in a position of leadership.

The facts and findings may well be relevant to other institutions of higher learning in Latin America, but they are limited to the University of San Carlos of Guatemala. That which is applicable for this group of students is not necessarily so for other students in Guatemala or in other countries.

This study is not intended to detail the psychological and social aspects of the student body, nor to describe or analyze the communities from which students come. It is limited to the personal, educational and academic information given by the students in The Second Student Census.

The objectivity of the students' responses may have been affected by the following factors: 1) the students had to complete the questionnaire as a prerequisite for enrollment; 2) they had to give certain personal information, such as family and personal income, etc.; 3) they lacked experience in filling out this type of questionnaire, particularly the Survey of Student Opinion; and 4) there does exist certain prejudices against scientific investigation. Nevertheless, the information gathered is usable and it constitutes the only source of reliable and available information in all of the university.

This study is the first of its type to be made in Guatemala and the rest of Central America under the auspices of the Institute for Educational Research and Improvement (IIME).[1]

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[1]IIME is a joint undertaking of the University of San Carlos and Michigan State University, with offices in San Carlos in Guatemala. The principal objective of this institute, created in 1962 through the joint efforts of USCG and MSU, is the integral and systematic investigation of education in Central America.

DEFINITION OF TERMS:

The following definitions are used in this study:

USCG: University of San Carlos of Guatemala

Student leaders: This refers to the 102 students who, at the time of the study, occupied one or more elective positions within student groups and administrative organizations in USCG in the capital city, e.g., the Association of University Students (AUS); the Faculty Associations of Students, ten in all, one for each Faculty; the Superior Council of the University; and Faculty Governing Boards, of which there were ten.

Non-leaders: This refers to the 5,703 remaining students who, aside from the student leaders, made up the enrollment in the ten Faculties in Guatemala City in 1963.

Association of University Students (AEU): This is the general organization of the student body of the University.

Faculties' Student Associations: The associations of students in each Faculty. There are ten of these on the campus in Guatemala City.

Faculty's Governing Board: The groups which direct each Faculty. They are composed of the Dean, who acts as president, a secretary, and five spokesmen who represent the professors, students and professional people.

Superior University Council: This is the highest directive, administrative and executive body of USCG, composed of by the Rector, who presides, the Deans, representatives of professional people, the students, and the faculty.

"Pasantes": These are the 442 students who have passed all their course work, and who have only to present "public examinations," thesis, etc., in order to receive their degrees.

Public Examinations: The general examinations on the thesis.

Auditors: Students who enroll and attend classes, but who are not candidates for academic degrees.

Major: Area of academic specialization, for example, Civil Engineering, History, Medicine, Surgery, etc. At the present time the University offers a total of 32 majors. A list of the majors offered is given in Table 3.1, Chapter 3.

Faculty: A college within the University structure. A Dean presides. A board of directors is its highest administrative body. It may comprise various departments and schools.

School: A branch which depends administratively and academically from a faculty. Its director is responsible to the dean.

Department: A division of a faculty and/or school, giving instruction in specific subjects.

METHODS EMPLOYED IN THIS STUDY:

1. Population: For the school year of 1963 the University of San Carlos of Guatemala had a total of 6,183 students enrolled, divided in the following categories: 1,086 newly-admitted; 51 auditors; 467 "pasantes;" and 4,579 re-admitted. The University was located on two campus, the principal one being in the City of Guatemala with ten Faculties and the other in Quezaltenango in the west of the country, with four schools, namely: Economics, Law, and Humanities, dependent on the respective Faculties in Guatemala City, and the School of Rural Social Work. Each school had its own directors. The total enrollment at Quezaltenango was 377 students.

For the purposes of this study the 5,806 students, both male and female, from the ten Faculties in Guatemala City were used. This population was subclassified in two groups: a) 102 student leaders and b) 5,704 non-leaders (the number of student leaders was 102, although the leadership positions total 110, owing to the fact that eight students occupied positions in different university organizations).

The 377 students enrolled in the branch at Quezaltenango were omitted from the study because: a) the group's leaders have little influence in the basic decisions of the university and student organizations and b) they represent only six per cent of the entire student body,

hence the results of the study would not be altered appreciably by this omission.

The distribution of leadership positions according to the University organizations in which they were representatives is shown in Table 1.1.

2. Instrumentation: The instrument used in gathering data was called the Second Student Census, prepared and validated by the Registrar's Office of USCG in collaboration with IIME. This questionnaire, as indicated previously, was completed by all the students of USCG as a prerequisite to enrollment in the academic year of 1963.

The questionnaire was divided into five principal areas: 1) Personal and Demographic Information; 2) Educational Data; 3) Social Information; 4) Economic Information; and finally, 5) the Survey of Student Opinion. A total of forty items composed the first four parts of the questionnaire, of which nine questions corresponded to the first part, fourteen to the second, four to the third, and thirteen to the fourth. The Survey of Student Opinion consisted of thirty-six concepts which were related to some essential aspects of the academic and personal experiences of the subjects, in which they expressed their opinions or attitudes by means of a bipolar scale of adjectives, which varied from a negative to a positive pole, on an adjectivized scale of seven points or alternatives, which provided the subject with

TABLE 1.1

DISTRIBUTION OF LEADERSHIP POSITIONS ACCORDING TO THE UNIVERSITY ORGANIZATIONS IN WHICH THEY WERE REPRESENTATIVES

School	Student Association	University Student Association	Faculty's Board	University Council	Total
AGRONOMY	6	2	2	1	11
ARCHITECTURE	7	2	2	1	12
ECONOMICS	5	2	2	1	10
LAW	5	2	2	1	10
MEDICINE	9	2	2	1	14
CHEMISTRY & PHARMACY	5	2	2	1	10
HUMANITIES	4	2	2	1	9
ENGINEERING	7	2	2	1	12
DENTISTRY	5	2	2	1	10
VETERINARY MEDICINE	7	2	2	1	12
Total	60	20	20	10	110

connotative elements through which he could express the direction and intensity of his opinions or attitudes regarding the concepts to which he was exposed. This Survey of Student Opinion followed the design worked out by Charles E. Osgood.[2]

3. Analysis: The analysis will be mostly descriptive with respect to the selected characteristics of the leaders and non-leaders. Descriptive and comparative tables will be used and an analysis of the differences or similarities will be expressed in percentages.

GENERAL CONTENT OF THE STUDY:

The study consists of six chapters. In Chapter 1 the problem is presented, as well as its importance, the purposes of the study, its limitations and the terminology used. The general idea of the country of Guatemala with respect to historical and geographic facts and contemporary problems is contained in Chapter 2. Chapter 3 treats the role and status of the University and its students as well as its historical and statistical background. Chapter 4 deals with the composition of the student body, the personal characteristics of its leaders and non-leaders, the family and educational

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[2]Charles E. Osgood, The Measurement of Meaning, University of Illinois Press, Arbann, 1957, p. 71.

background of students, and finally, information about the student's and their relatives' employment. The academic achievements and effectiveness of the student body is studied in Chapter 5. Chapter 6 contains a resumé and conclusions.

CHAPTER 2

SOCIAL BACKGROUND: THE SOCIAL ENVIRONMENT OF THE STUDENT

The main purpose of this chapter is to describe some general aspects of Guatemalan history, geography and contemporary social, economic and political problems. This presentation will go beyond the historical aspects; it will focus center upon the political, social and economic problems that disturb the country and the institution legally responsible for higher education, that is to say, the university.

In the analysis of the social structure the role of the diverse attitudes and interests of social being is revealed; knowledge of the influences that the social setting exerts on individuals permits some explanation of students' problems and behavior.

A. Brief Introduction to Guatemalan History

1. Origin of Guatemala: The Central American Isthmus was discovered by Christopher Columbus at the end of the fifteenth century during his fourth voyage to the New World. The region was, at the time, inhabited by many indigenous tribes and small nations, of which the

Mayas in Guatemala were the most important because of their culture.

In 1523, don Pedro de Alvarado conquered Guatemala and brought the Mayas under Spanish rule. He was later appointed Capitán General and Governor of the Reign of Guatemala, and he established the capital at Iximche. The capital was subsequently moved to the fertile Almolonga Valley, located between the volcanos Agua and Fuego. The new capital was completed after the death of Pedro de Alvarado by his brother, don Jorge de Alvarado. The new capital was named Santiago de los Caballeros. In 1541 the volcano Agua destroyed the city, and a new capital was constructed in Guatemala City, which was soon to become the most important political and economic center of the Isthmus.

The revolutionary movement which brought upheaval to all South America started because of the Napoleonic invasions of Spain. The Spaniards, involved in the struggle to turn back the invaders, were unable to stem the tide of liberation in their South American Colonies. As an extension of the liberation in South America, the area of Central America succeeded in gaining its freedom from Spain in September of 1821. At that time the five Central American republics (Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua) were born.[1]

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[1]Jose Milla, History of Central America, (Guatemala, C.A.: 1937), p. 110.

2. Contemporary Guatemala: Guatemala is essentially an agricultural country, and it will continue to depend on agriculture for a long time due to its economic situation and the scarcity of resources. Guatemala is included among the under-developed areas of the world. Its total area is 42,000 square miles (excluding British Honduras, claimed by Guatemala). The terrain consists predominently of mountain slopes. Guatemala has thirty-three volcanos and thirty-seven rivers. Although Guatemala is located in the tropical zone, owing to its altitude the climate is mild and pleasant throughout the year. The average annual temperature is approximately 68° Fahrenheit. In the higher regions the temperatures average 59°F, and there are areas, such as Quezaltenango, where the temperature may drop to freezing during the months of December and February, as well as places on the coast, such as San José, Champerico and Puerto Barrios where the temperature rises above 90°F.

Governmentally, Guatemala is divided into twenty-two departments, which are, in turn, subdivided into 311 municipalities. Each municipality has a city or principal town where the governmental administrative offices are located. The city or town is called the "municipality" or departmental "seat." The most important department is that of Guatemala, whose municipal city is Guatemala City, the national capital, and the political and governmental center of the country.

Agriculture is the most important economic activity. Among the major agricultural products are: chicle, cotton, sugar, livestock, and coffee. These are also the most important articles for local consumption and for exportation. Industry is growing in importance, although it has not attained a high level as yet.

Some of the reasons which are given for the limited economic development in Guatemala are its high level of illiteracy and the scarcity of exploitable natural resources.

3. Demographic, Social, Economic and Political Aspects and Their Implications in the Field of Education

a) Population Growth: According to the estimates of the General Bureau of Statistics,[2] Guatemala in 1962 had approximately 4,123,000 inhabitants, of which 1,029,000 were residents in zones classified as urban areas (those consisting of 2,000 or more inhabitants); and 3,094,000 lived in rural areas. Sixty-five per cent of the population lived in rural under-developed areas, which were plagued by poverty, illiteracy, infant mortality, rapid population growth and low production among the working population.

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[2]Latin American Educational, Social and Economic Development: Demographic, Social and Educational Situation in Guatemala, (A Conference sponsored by UNESCO and OAS, in Santiago, Chile, March 5-19, 1962, Ministry of Education of Guatemala, Guatemala, C.A., 1963, p. 14.)

This mass of people lacked the essentials of an adequate standard of living, to which every individual has the right to aspire. It is in this sector of the population that population growth was the highest. For the decade of 1950-1960, for every 1,000 inhabitants, there were 50.1 births and 20 deaths. Thus, the rate of growth was 30 per 1,000, one of the highest in the American continent. For the same period of time the production index was approximately 2.9 per cent, which indicates that the population was growing faster than was economic production. Guatemala has had to import grain and other foodstuffs in order to feed its people. Another significant fact is that more than 40 per cent of the inhabitants were younger than fourteen years of age. This is a sector of the population which produces very little in comparison to that which it consumes. It is expected that the population will continue to spiral for many years since fifty per cent of the people between the ages of five and twenty years are women. The fertile period of a human female varies between the ages of thirteen and forty-five years, a fact that points toward population growth, if the conditions of illiteracy, poverty and ignorance of family planning continue. According to the predictions of the Guatemalan General Bureau of Statistics, the country will reach a population of six million by 1970. However, it can be ventured that the aptitudes and education, social and economic capacities will not experience a similar growth.

B. Economics Aspects

1. National Income: From 1955 to 1960 the gross national income increased from $562.6 million to $674.3 million, a rate of growth of 4.9 per cent. However, during the same period, money spent for education represented one per cent of gross national income. This rate of spending for education has remained constant since 1950. For 1960, according to the National Budget of Guatemala[3], the State invested $15,111,943 in education, an amount which represented 14.3 per cent of the national budget which totaled $105,000,000. The gross national income for that year was $674.3 million. The fifteen million which was spent for education was only 1.9 per cent of the gross national income. Educators and planners have emphasized that the progress and well-being of the country, as well as the solution to many of its social, economic and political problems will depend upon improvements in education. If Guatemala does not raise the level of education among its people, through the investment of more money and the expenditure of greater efforts, any steps made toward improving and promoting general well-being will be neutralized. It is the obligation and urgent need of the country to carry education to the seventy per cent of the population which is illiterate. Highly developed countries, such as the United States and in the Western Europe, exemplify the importance of

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[3]National Budget of Guatemala, 1961, General Bureau of Statistics, Guatemala, C.A., p. 15.

spending more for education. These countries invest between five and six per cent, and at times more, of their gross national incomes for education, and the results have been translated into progress and improved standards of living, since there is a very close relationship between education, productivity, and progress.

C. The Economically Active Population

In 1960 the economically active population of Guatemala of seven years of age or older was 1,330,312 inhabitants.[4] Their distribution according to sex, income, and occupation is presented in the table which follows. It will be noticed that sixty per cent were occupied in agricultural industries, while agriculture was the economic field which paid the lowest salaries. Furthermore, agricultural labor was in the hands of the indigenous population in rural areas, where illiteracy, the birth rate, and low productivity were the most acute.

In the future, Guatemala will have to diversify its agriculture and stimulate national and foreign investment for industrial development.

D. Implications for Education

Extraordinary efforts should be made to create more jobs, to boost wages, and to satisfy the nation's educational needs through new schools, technical and

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[4] Census of Population, 1950, Guatemala, C.A., p. 12.

TABLE 2.1

OCCUPATIONAL LEVELS - SEXES AND PERCENTAGES OF PERSONS IN EACH GROUP - GUATEMALA, C.A.[5]

	Total	%	Sexes			
			M	%	F	%
	967,874	100	843,582	100	124,232	100
Professionals, Technicians and Related	15,771	1.61	8,910	1.06	6,057	5.36
Managers, Directors, and Administrators	14,340	1.48	9,147	1.08	5,193	4.18
Office Workers and Related	16,887	1.75	13,441	1.59	3,446	2.77
Traders, Vendors and Related	32,157	3.32	22,419	2.66	99,738	7.84
Farmers, Fishermen, Hunters, Lumbermen, and Related	651,802	67.35	635,309	75.31	16,493	13.28
Mines and Stone Quarry Workers	2,533	0.26	2.505	0.30	28	0.02
Workers in Transport Transportation	12,047	1.24	11,938	1.41	109	0.09
Artisans, Craftmen and Skilled Workers	135,496	14.00	100,458	11.91	35,038	28.20
Unskilled Workers and Day Laborers	16,522	1.71	14,493	1.72	2,029	1.63
Service Workers and Related	66,928	6.92	22,214	2.63	44,714	36.0
Unknown	3,531	0.36	2,748	0.33	783	0.63

[5]General Bureau of Statistics, Demographic, Economic, Social and Educational Situation in Guatemala, p. 52.

professional personnel and other types of essential service.

For the decade of 1970 the school age population will have increased by approximately 1,500,000 children. At the secondary level this increase will amount to some 100,000 additional students. It is estimated that some 61,623 of these new students are at the present time enrolled in schools, which implies that secondary education will also be subject to a rise in student population. According to the predictions of the University of San Carlos, the enrollment in 1970 will exceed 8,000. This growth in school age population will make it necessary for the state to invest more in buildings, equipment, and prepared personnel. The University will have to increase substantially the number of its graduates, especially those in the field of secondary education.

According to the predictions of the Institute for Educational Research and Improvement (IIME)[6] and the Superior Council of Central American Universities,[7] Guatemala will need from 1,988 to 2,282 additional secondary teachers by 1970. According to the same sources, in 1963 there would have been 2,463 secondary teachers in

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[6] Ibid., Chapter I, p. 5.

[7] CSUCA (Consejo Superia Universitario Centroamericano) Educational Association comprised of the Rectors of the five Central American national universities. (Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica)

the country, of which only 200 were adequately prepared academically; of those, only fifty were also prepared professionally to teach at the secondary level. Of the 2,463 teachers, only eighty were graduates of the University of San Carlos. From this it can be gathered that the University has not been fulfilling its legal and social obligation to prepare secondary school teachers.

According to IIME, the University will have to grant degrees to 320 secondary school teachers annually in order to supply the 2,282 teachers which will be needed in education by 1970. In order to graduate 320 secondary teachers, the University will have to enroll 1,920 full-time students per year, and have at least 113 full-time professors. At the time of this study the University had seventy-six students enrolled in secondary education and did not hire any full-time professors in this area.

During the last seventeen years the number of secondary teachers graduated from the University of San Carlos has been far below the number needed. Table 4.24 in Chapter 4 contains a resume of the work done by USCG in the last thirteen years.

CHAPTER 3

BACKGROUND OF THE INSTITUTION

A. The University of San Carlos of Guatemala

1. Historical Background: The University of San Carlos of Guatemala was one of the first institutions of higher learning established by the Spaniards in the New World. It was founded by royal decree of Carlos II in 1676. However, long before its founding many important steps had been taken in Guatemala to establish an institute of higher learning. In the sixteenth century Bishop Francisco Marroquín Rojas had founded the College of Santo Tomás (1562) where scholarships were awarded to poor students. Philosophy, Theology, and Law, the three principal areas of scholastic specialization, were offered. In the same century, two other colleges were also established, the Santo Domingo and San Lucas. These colleges had the prerogative of granting degrees. The other existing college, Tridentino College, did not award degrees or titles.

The University of San Carlos earned preeminence in the year 1687, when Pope Innocence XI, by means of a papal bull, elevated it to the category of a Pontifical

University, thus converting it into an international center of learning. The following departments composed the curriculum: Theology, Medicine, Philosophy, and Law. Native languages were also offered. In the Catalogue of the University of San Carlos, it is stated that more than 5,000 students attended the University during the colonial period and that in the eighteenth century Modern Philosophy, French and English were added to the curriculum. Mention is also made of the fact that, ". . . the University was open to all: foreigners, Spaniards, and Indians with limited economic resources." The University at that time played an important role in Guatemalan society.

2. The University of San Carlos at the Present Time:

a) Administrative Organization:

1. The Superior University Council: The University of San Carlos of Guatemala is the only public institution of higher learning in the country. Its administrative organization is governed by the statutes of the University.[1] The highest authority is the Superior University Council, which is presided by the Rector, and is composed of the deans of the respective Faculties, a representative of each professional organization and a student and teacher

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[1] General Laws, Statutes and Regulations of the University of San Carlos of Guatemala, 1961, pp. 8-12.

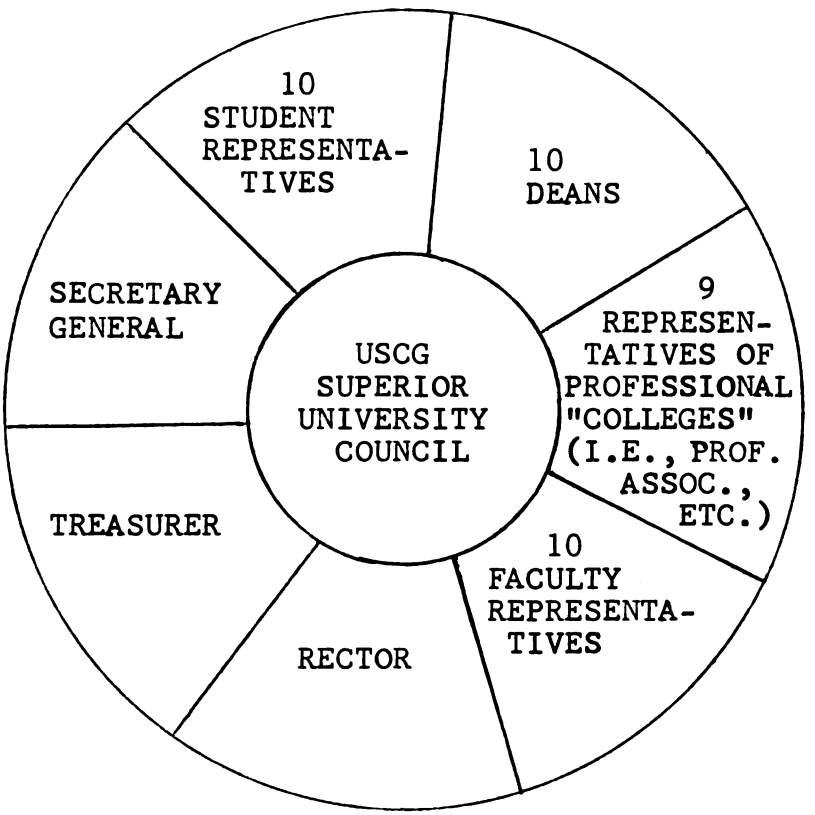
from each Faculty, besides a non-voting secretary and treasurer. The Council has a total of forty-two representatives. Besides its legislative duties, the Council makes the basic administrative and fiscal decisions of the University. It is to the Council also that decisions of the Departmental Committees and other university organizations are appealed. There follows an organizational chart of the Council.

a) The Rector - The Rector is the legal representative of the University, and the link between the University and the Government. He presides over the Superior Council and is responsible for seeing that its decisions are carried out. On his shoulders rests the responsibility for the general functioning of the University. He is elected by a body of electors which includes the previous Rector, five professors and five students from each faculty, and five non-professorial people representing each college. He holds office for four years and may be re-elected by a two-thirds majority of the electoral body.

2. Faculties and Schools: The University has ten Faculties, all of them located on the campus in Guatemala City. There are also eight schools: Journalism, Summer School, and Library Sciences, are dependent upon the Faculty of Humanities; the Vocational School is dependent on the Department of Engineering;

FIGURE 3.1

REPRESENTATIVES TO THE SUPERIOR UNIVERSITY COUNCIL



in Quezaltenango are located the schools of Economics (a branch of the Faculty of Economics), Law (a branch of the Faculty of Law and Social Sciences), and Humanities (a branch of the Faculty of Humanities).

The Faculties are: Agronomy, Architecture, Economics, Law and Social Sciences, Medicine, Chemistry and Pharmacy, Humanities, Engineering, Dentistry, and Veterinary Medicine.

These Faculties are organized in departments and schools. Each Faculty offers one or more majors among its various departments. Seven of the Faculties in the capital offer only one major, in spite of the fact that they have several departments. They are: Agronomy, Architecture, Law, Medicine, Engineering, Dentistry, and Veterinary Medicine. The Faculties of Economics, Chemistry and Pharmacy and Humanities offer three majors or more. The first offers majors in Economics, Administration and Auditing and Accounting. The second (Chemistry and Pharmacy) offers majors in Pharmacy, Chemical Engineering, and Biological Chemistry. Humanities, with its five Departments has majors in Philosophy, Literature, Psychology, History, and Education, besides Journalism and Library Sciences. All of these majors are at the level of the "Licenciaturas."[2] Within the Department of Education are the fields of secondary education in the following

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[2]A degree between bachelor and master level, awarded after five or six years of study.

areas: Philosophy, History, Psychology, and Mathematics, Letter, Education, Accounting, Chemistry, Biology, and others. The Division of Library Sciences offers specializations for preparation as a General Librarian and as an Auxiliary Librarian, and lastly, a course in general Humanities.

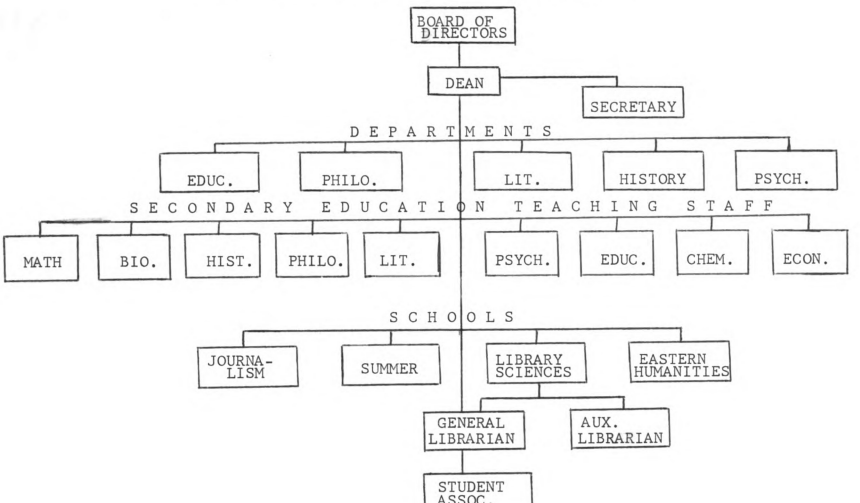
The program of studies vary in intensity and requirements, but generally the requirements fluctuate between thirty-two courses in Economics in six years to seventy-two courses in Agronomy for the same period of time.

Foreign students or nationals who have studied in countries other than Guatemala must fulfill the same requirements as students educated within the country: the presentation of diplomas which are considered equivalent to those granted in the country. Although there are variations among the various Faculties, the organization chart on the following page is representative.

3. The Faculty's Directive Board: The statutes of the University establish that each Faculty shall have a directive board. Presided by the Dean, who is the highest authority in the Faculty, the board includes a secretary and five members, of which two represent the faculty, two represent the students, and the fifth, a representative of professional associations. With the exception of the student representatives, who hold office

FIGURE 3.2

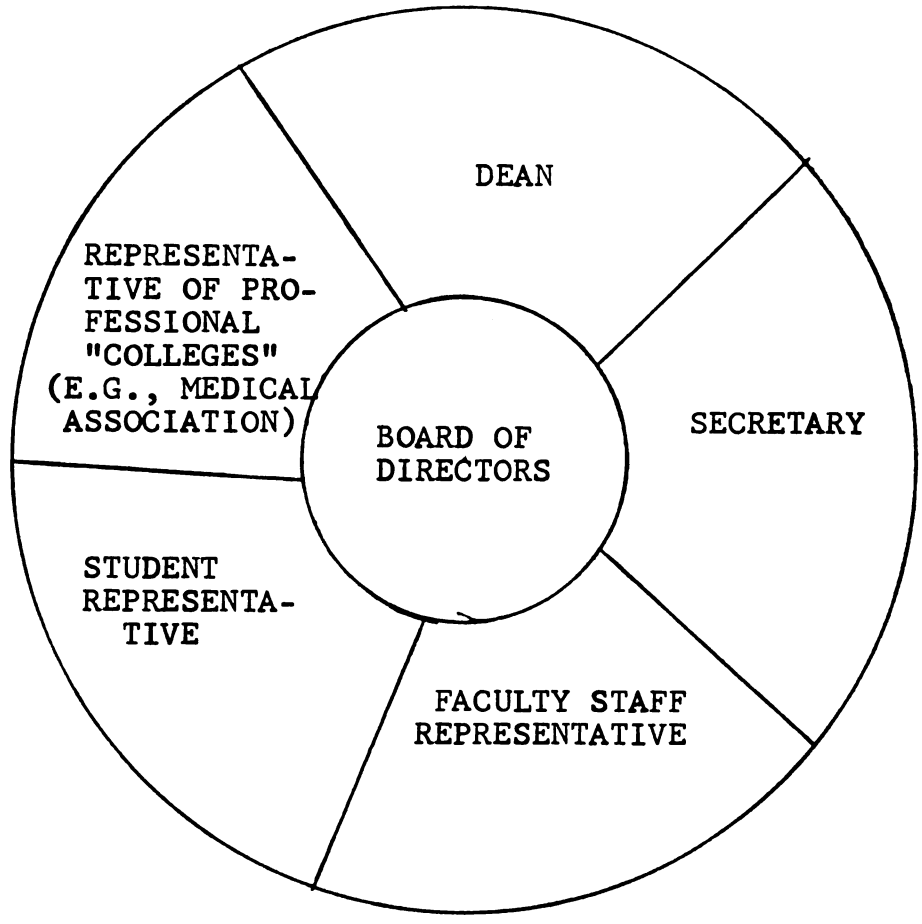
ORGANIZATION CHART OF THE FACULTY OF HUMANITIES*



*The other Faculties follow a similar pattern, with slight variations.

FIGURE 3.3

COMPOSITION OF THE FACULTY DIRECTIVE BOARD



for one year, the members are elected for a four-year term. The board should meet twice a month for ordinary sessions and for special sessions when circumstances deem it necessary. The preceding chart illustrates the organization of a Faculty's directive board.

4. The Deans: The Deans are representatives of and preside over their respective Faculties, as well as being in charge of the direction of the various subsidiary schools and divisions. The Deans are elected by the ranking members of the teaching staff, plus an equal number of students and representatives from the professional world who are not professors.

5. The Faculty: The faculty of the University is composed of by Honorary Professors, Titular Professors, Auxiliary Professors, Extraordinary Professors and Free Professors. According to the regulations of the University all professors who have taught effectively and continuously during a period of thirty years are to be considered Honorary Professors. The University reserves the right to confer this honor upon people who have distinguished themselves in their respective fields. Titular Professors are those who have won their position through competitive examinations, hence "hold title" to the course(s) they have earned the right to teach and/or direct. Auxiliary Professors aid the Titular Professors and must also acquire their positions through competitive examinations.[3]

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[3]This consists of examining the merits of two or more candidates in order to decide upon the one who is qualified for the position in question.

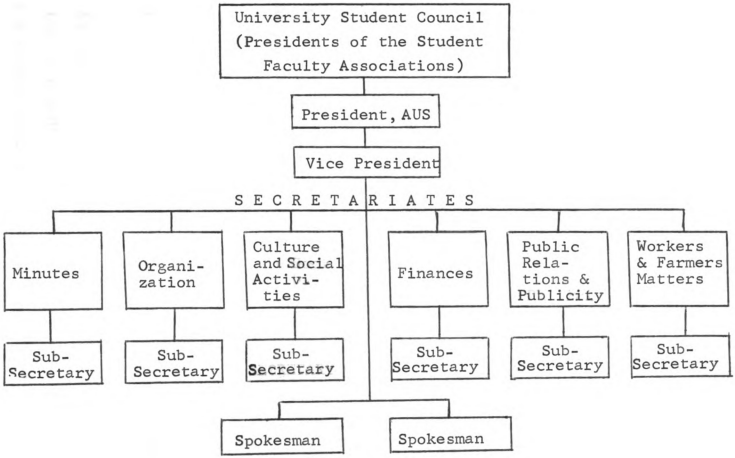
Their contracts are awarded on a five-year basis.

In order to be a Titular or Auxiliary Professor one must be a graduate of the University of San Carlos or have been connected with the University for a period of at least three years prior to appointment. In theory, he should also be the author of publications which indicate his professional and scientific competency. Extraordinary Professors are those who teach temporarily or through special contract with the University. Free Professors are those persons who are sanctioned by the University to teach permanently or temporarily in programs which are not part of the regular curriculum.

6. The Student Body: The student within each Faculty are organized in associations, and elect two representatives to serve on the all-University Association. The Board of Directors of the University-wide student organization includes a president, a vice-president, six secretaries, six sub-secretaries, and two spokesmen. The secretaryships are: Minutes, Organization, Cultural and Social Activities, Finances, Public Relations, Publicity, Athletic Activities, Workers and Farmers Matters. The following chart illustrates the students' organization board.

FIGURE 3.4

ADMINISTRATIVE ORGANIZATIONS OF THE ASSOCIATION OF UNIVERSITY STUDENTS



The student body of each Faculty has its own Association, with its own statutes and internal regulations, and the following are the Faculty's Student Associations in USCG:

Association of Agronomy Students

Association of Architecture Students

Association of Economics Students

Association of Law Students

Association of Medical Students

Association of Chemistry Students

Association of Humanities Students

Association of Engineering Students

Association of Dentistry Students

Association of Veterinary Medicine Students

The general student body is organized as the Association of University Students. Students serve as members of the Superior University Council and of each faculty's Board. Table 1.1[4] presents a breakdown of the number of students which compose each Association and of their representatives in the Association of University Students, the Faculty Committees and the Superior University Council.

As can be seen, the students play an important role in the life and organization of the University. They are a strong group which can exert influence upon all administrative and academic decisions of the University.

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[4] Ibid., p. 8.

3. Other University Units: Besides the Faculties there exist other offices. They include the Registrar's Office, the Institute for Educational Research and Improvement, the Department of Student Service, the University Press, the Student Residences, the Institute of Sociological and Economic Research, and the Institute for Historical Research.

a) The Registrar's Office - The Registrar's Office was created in 1960 to handle enrollment, certification, course credits, recording of grades, degrees and titles, etc. It administers scholarships and remissions of fees.

b) The Institute for Educational Research and Improvement - This institute was organized in 1962 by a bi-lateral agreement between the University of San Carlos and Michigan State University. The Institute is the first of its kind in Central America and has as its basic objective "the improvement of plans, programs, services and installations in universities and secondary schools and special education and rehabilitation."[5] It is governed by an Inter-University Board, and is jointly staffed and managed by the University of San Carlos and Michigan State University, with personnel from both Central America and the United States.

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[5]IIME, Universidad de San Carlos, Guatemala, C.A., p. 3.

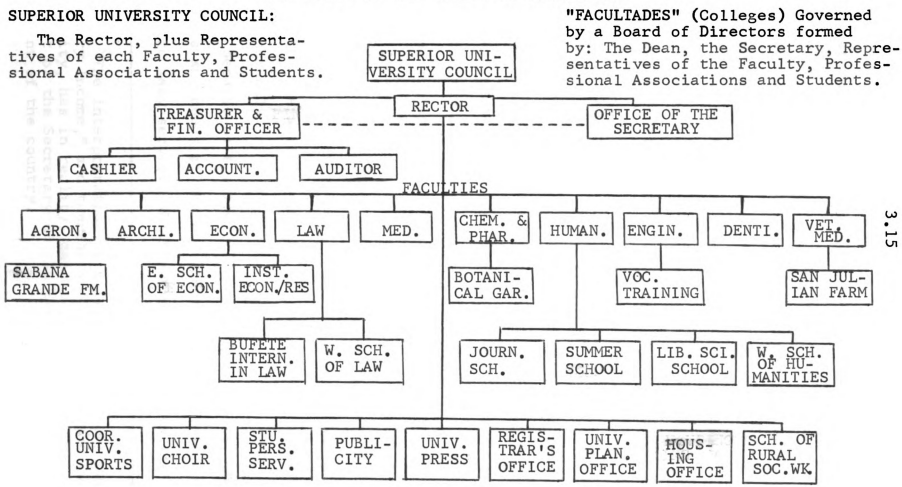
4. University Growth: One of the most significant aspects of the University of San Carlos is the continuous growth of its student body. The rate of increase in enrollment is shown on Table 3.1. Upon comparing Tables 3.1 and 3.2, the latter of which shows the University's Income, it is seen that while enrollment has almost tripled, income has remained almost constant from 1960 on.

5. Source of Income: Article 102 of the Constitution of Guatemala guarantees autonomy to the University and establishes as a minimum budget for the operation and expansion of the University the sum of two per cent of the national governmental budget income. Seventy-six per cent of the income of the University comes from the state and the remaining twenty-four per cent proceeds from other sources, such as registration fees, rent on estates, the University Press and other less important sources.

Although Article 102 clearly specifies the amount to be allotted to the University, it is only on rare occasions that the University receives the full amount to which it is entitled by law. The state is usually in debt to the University. In table 3.2 monies assigned to the University by the state are shown. The asterisks indicate that the complete amount of money had not been received. In table 3.3, a comparison is made of the amounts which the University should have received and the amounts it did receive. The problem lies not only in the

FIGURE 3.5

UNIVERSITY OF SAN CARLOS OF GUATEMALA



fact that the prescribed amount is not always received, but also in the fluctuations in governmental income and in the absence of a stable and clearly defined fiscal policy which gives a clear definition of the concept of "National Income," classified as "Ordinary Income."[6]

This situation makes for a great deal of uncertainty and instability in the plans and projects of the University. Likewise, although it is true that the University is assured of an income through Article 102, this leads to a rigid economic situation, since once the money has been received the University is hindered from asking for other types of services and aid. The established two per cent, not necessarily sufficient for the needs and the growth in enrollment in the University.

Because of the economic limitations, the University has deemed it necessary to increase registration fees. The student body, which is, as already mentioned, a powerful pressure group, has protested the increase in fees vehemently.

Because of the financial situation many of the problems and needs of the University have not been solved. There are many services which are not offered to the

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[6]The interpretation of exactly what constitutes "Ordinary Income," and thereby the amount assigned to the University, has in reality, depended on the personal judgment of the Secretary of the Treasury and of the President of the country.

TABLE 3.1

RELATIVE PERCENTAGES OF STUDENT ENROLLMENT AT THE UNIVERSITY OF SAN CARLOS OF GUATEMALA - 1947 TAKEN AS BASIC YEAR[7]

Year	Student Enrollment	Growth Or Diminution	Relative Percentages
1947	1,084	---	100
1948	2,009	205	111
1949	2,226	217	123
1950	2,373	147	132
1951	2,824	457	157
1952	3,083	259	171
1953	3,233	150	179
1954	5,368	135	187
1955	3,245	123	180
1956	3,809	564	211
1957	4,336	527	240
1958	4,867	531	270
1959	4,963	96	275
1960	5,229	266	189
1961	5,447	218	301
1962	5,854	407	324
1963	6,183	329	343

[7] Statistical Bulletin USCG. Registrar's Office, University of San Carlos, Guatemala, C.A., No. 2, Year 2, 1963, p. 72.

TABLE 3.2

REVENUES OF THE UNIVERSITY OF SAN CARLOS OF GUATEMALA DURING THE YEARS 1954 TO 1961[8]

Year	Revenue in Quetzales*
1954-55	660,000**
1955-56	880,000**
1956-57	770,000**
1957-58	840,000**
1958-60	1,584,513
1960-61	2,425,317
1961-62	2,300,289
1962-63	2,765,859

*One quetzel is equal to one U.S. dollar.
**Amount of money inferior to what the University was supposed to receive according to law.

[8]Source; USCG"Memoirs" 1958-62, p. 205.

TABLE 3.3

ORDINARY REVENUES OF THE NATIONAL GOVERNMENT AND CONTRIBUTION FROM THE STATE TO THE OPERATION OF USCG DURING THE YEARS 1954-1958[9]

Year		National Budget	Two Per Cent of the Budget	Amount Given to the University
1954-55	Q.	70,094,000	1,401,880	660,000
1955-56		60,385,000	1,327,700	880,000
1956-57		73,399,835	1,467,996	770,000
1957-58		81,993,039	1,639,860	840,000
Totals	Q.	291,871,874	5,837,437	3,150,000

[9] USCG "Memoirs", Op. Cit., p. 220.

students. Many changes and reforms will be necessary in the future in order to meet the needs and the demands of Guatemalan society, if the University is to be an institution of social change and it is from it that the future leaders of the country will emerge, as well as the potential for the country's progress.

6. Current Status:

a) Enrollment in the University of San Carlos of Guatemala - As noted previously, the University of San Carlos is located on two campuses, one in the capital of the country, Guatemala City, and the other in Quezaltenango, the second most important city in the western part of the country. The enrollment for the 1963 academic year was 6,183 students, including 51 auditors. In Guatemala City the ten Faculties enrolled 5,806 students, or 93.90 per cent of the entire student body. In Quezaltenango schools the enrollment was 377 students, representing 6.10 per cent of the total enrollment. Four thousand three hundred ninty-three students were enrolled in the four largest Faculties in the capital: Law with 1,448 students, representing 23.42 per cent of the student population; Engineering, 987 students, 15.96 per cent; Economics, 977 students, 15.90 per cent; and Medicine, 781 students, 12.63 per cent. These four Faculties accounted for 67.91 per cent of the student population. The other six Faculties comprised 25.99 per cent, and the other 6.10 per cent were in

attendance at the schools in Quezaltenango. In Table 3.6 complete information is given in this respect. The Schools of Economics and Law in Quezaltenango had 270 and 377 students enrolled, respectively, 71.62 per cent of their enrollment and 4.48 per cent of the total enrollment of the University of San Carlos.

The University offered forty different majors. On Table 3.4 it can be seen that of these 38 majors, 31 or 81.57 per cent, were concentrated in Guatemala City, and seven or 18.34 per cent, in Quezaltenango.

Although the Faculty of Humanities offered eighteen different majors, its enrollment (481 students) accounted for only 7.78 per cent of the total student body, and these were spread throughout the various majors. Thirteen of its major fields had less than twenty students, including seventy-two students enrolled in the different areas of specialization in secondary education. Four majors were being persued by from twenty-one to thirty-eight students, and two majors, those of Education and Psychology, enrolled 102 and 155 students, respectively.

Veterinary Medicine, on the other hand, was the Faculty with the fewest number of students enrolled: 122 or 1.97 per cent of the total student population; and it was followed by the Faculty of Agronomy with 181 students, or 2.93 per cent of the student body.

The number of new students was 1,086, of which 93.65 per cent were registered at Guatemala City, while only 6.35 per cent were enrolled at Quezaltenango.

Tables 3.7 and 3.8 give a summary of the enrollment at USCG by campus and Faculties. Notice that the largest group of freshmen students were admitted to the Faculties of Law (234), Economics (219) and Humanities (153). Although these three Faculties had the highest gross number of new students, Agronomy, Humanities, Dentistry, Veterinary Medicine, and Economics admitted higher percentage of new enrollment for the whole University with 34.25 per cent in Agronomy, 31.81 per cent in Humanities, 30.74 per cent in Dentistry, 24.54 per cent in Veterinary Medicine, and 22.42 per cent in Economics. More details are found in Table 3.7.

In regard to the number of students enrolled by major, Table 3.5 shows the range of enrollment and the number of majors. Twenty-one majors out of the thirty-eight available in USCG, represented fewer than fifty students. Twenty-three had less than 100 students enrolled. Thirty-five had less than 500 students and only three enrolled more than 500. Those three were Law, Medicine, and Engineering, with 1,448, 781, and 987, respectively. In terms of economics and efficiency, it is not wise to offer majors where there are only a few students enrolled, and there exists a shortage of good teachers, limited

TABLE 3.4

NUMBER OF STUDENTS IN EACH CARRERA
AT THE UNIVERSITY OF SAN CARLOS

Faculty	Carrera	New Students	"Pasantes"	Re-Enrolled	Total
AGRONOMY	1. AGRICULTURAL ENGINEERING	62	14	104	181
ARCHITECTURE	2. ARCHITECTURE	42	1	199	242
ECONOMICS	3. ACCOUNTING & AUDITING	64	24	380	468
	4. ECONOMICS	138	25	281	444
	5. BUSINESS ADMINISTRATION	16	0	41	57
LAW	6. LAW	234	69	1,138	1,441
MEDICINE	7. MEDICINE	69	179	527	775
CHEMISTRY &	8. CHEMICAL ENGINEERING	20	4	91	115
PHARMACY	9. BIOCHEMISTRY	12	5	85	102
	10. PHARMACY	8	14	94	116
HUMANITIES	13. LIBRARY SCIENCES (GENERAL)	0	1	1	2
	16. LIBRARY SCIENCES (ADVANCED)	2	0	2	4
	17. PHILOSOPHY	6	4	11	21
	18. HISTORY	10	3	19	32
	19. LETTERS	18	4	16	38
	20. PEDAGOGY	30	14	58	102
	21. PSYCHOLOGY	44	14	97	155
	22. JOURNALISM	6	6	14	26
	SECONDARY EDUCATION SPECIALTIES:	(37)	(6)	(29)	(72)
	25. BIOLOGY	2	1	4	7
	26. ECONOMICS	0	3	0	3
	27. LAW	7	0	1	8
	28. PHILOSOPHY	1	1	2	4
	29. HISTORY	6	0	7	13
	30. LETTERS	2	0	2	4
	31. MATHEMATICS & PHYSICS	4	0	1	5
	32. PEDAGOGY	9	0	10	19

TABLE 3.4 - Continued

NUMBER OF STUDENTS IN EACH CARRERA AT THE UNIVERSITY OF SAN CARLOS[10]

Faculty	Carrera	New Students	"Pasantes"	Re-Enrolled	Total
	33. PSYCHOLOGY	5	0	2	7
	34. CHEMISTRY	1	1	0	2
ENGINEERING	37. CIVIL ENGINEERING	93	40	854	987
DENTISTRY	38. DENTISTRY	75	15	154	244
VETERINARY	39. VETERINARY	30	0	92	122
Sub-Total	CARRERAS IN GUATEMALA CITY	1,016	442	4,287	5,745
ECONOMICS	(Q) 3. ACCOUNTING & AUDITING	2	3	60	65
	4. ECONOMICS	11	0	10	21
	5. BUSINESS ADMINISTRATION	1	0	0	1
LAW	(Q) 6. LAW	26	12	145	183
HUMANITIES	(Q) 20. PEDAGOGY	15	7	26	48
	SECONDARY EDUCATION SPECIALITIES:				
	32. PEDAGOGY	3	0	4	7
RURAL SOCIAL WORK	40. RURAL SOCIAL WORK	4	3	38	45
Sub-Total	CARRERAS IN QUEZALTENANGO	1,078	467	4,570	6,115
VARIOUS FACULTIES	AUDITORS	0	0	51	51
ECONOMICS	"UNDECIDED" 2 GUATEMALA	1		1	
	7 QUEZALTENANGO	7	0	0	9
HUMANITIES	OTHER PROGRAMS IN GUATEMALA	0	0	8	8
TOTAL	ALL STUDENTS	1,085	467	4,630	6,183

[10] Second Student Census, USCG, 1963.

TABLE 3.5

UNIVERSITY OF SAN CARLOS, 1963
CARRERAS BY NUMBERS OF STUDENTS ENROLLED[11]

Range of Enrollment	Number of Carreras
FEWER THAN 10 STUDENTS	12
10-19	2
20-29	3
30-39	2
40-49	2
FEWER THAN 50	21
50-99	2
FEWER THAN 100	23
100-199	8
200-299	2
300-399	0
400-499	2
FEWER THAN 500	35
500 OR MORE	3
TOTAL	38

[11] Second Student Census, USCG, 1963.

TABLE 3.6

UNIVERSITY OF SAN CARLOS
CARRERAS BY ACADEMIC YEARS REQUIRED[12]

Years of Required Study	Number of Carreras
2	3
3	10
4	3
5	8
6	13
8	1
Total	38

[12] University of San Carlos Catalogue, 1963.

TABLE 3.7a

UNIVERSITY OF SAN CARLOS, 1963
SUMMARY OF ENROLLMENT[13]

NUMBER OF STUDENTS AT EACH CAMPUS						
	Regular Students					
Campus	New	"Pasantes"	Other Re-Enrolled	Total	Auditors	Total
Guatemala City	1,017	442	4,296	5,755	51	5,806
Quezaltenango	69	25	283	377	0	377
Total	1,086	467	4,579	6,132	51	6,183

[13] Second Student Census, USCG, 1963.

TABLE 3.7b

UNIVERSITY OF SAN CARLOS, 1963
SUMMARY OF ENROLLMENT[14]

Faculty	NUMBER OF STUDENTS IN EACH FACULTY — Regular Students: New	"Pasantes"	Other Re-Enrolled	Total	Auditors	Total
AGRONOMY	62	14	104	180	1	181
ARCHITECTURE	42	1	199	242	0	242
ECONOMICS	219	49	703	971	6	977
LAW	234	69	1,138	1,441	7	1,448
MEDICINE	69	179	527	775	6	781
CHEMISTRY & PHARMACY	40	23	270	333	10	343
HUMANITIES	153	52	255	460	21	481
ENGINEERING	93	40	854	987	0	987
DENTISTRY	75	15	154	244	0	244
VETERINARY	30	0	92	122	0	122
Sub-Total Guatemala City	1,017	442	4,296	5,755	51	5,806
ECONOMICS	21	3	70	94	0	94
LAW	26	12	145	183	0	183
HUMANITIES	18	7	30	55	0	55
RURAL SOCIAL WORK	4	3	38	45	0	45
Sub-Total Quezaltenango	69	25	283	377	0	377
Total	1,086	467	4,579	6,132	51	6,183

[14] Second Student Census, USCG, 1963.

budget, and inadequate educational facilities and equipment. In the case of Guatemala, where this situation does exist, the result is often a substantial increase in the costs of operation with little improvement in the quality of the services offered.

b) Majors and Years Required to Complete Them - Most majors in USCG require a minimum of six years for the degree. Table 3.6 shows that thirteen majors out of the thirty-eight (34.21 per cent) had a six year requirement for the "licenciature" degree. Sixteen majors (42.10 per cent) required from two to four years, and seven majors (18.42 per cent) required a minimum of five years. There was a great discrepancy in the time required to obtain a degree. And this discrepancy also was shown in the number of hours required in each major field. For example, the "licenciatura" in the field of Humanities does not mean the same as a "licenciatura" in Economics, insofar as time is concerned. Each Faculty and each Department within the Faculty set their regulations regarding time, number of courses and other requirements.

c) "Pasantes"[15] - There were 467 students with "pasante" status, all of them from the Faculties and schools in Guatemala City. Of these, the largest number

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[15]"Pasantes" refers to a student who has completed all the degree requirements with the exception of the examination on the thesis.

were in Medicine, 179 students or 38.35 per cent; Law, 69 students, or 14.78 per cent, and Economics, 10.93 per cent. Secondary Education was one of the fields with the smallest number of "pasantes," only six students. Architecture had only one, but this was due to the fact that it is a new curriculum, and Humanities and Engineering 11.13 and 6.56 per cent, respectively. In general, the Faculties in Guatemala City accounted for 94 per cent of all the "pasantes," 93.65 of all the new students, 93.82 of all the re-enrolled students, and 100 per cent of the auditors; as opposed to 6.35 per cent, 505 per cent and 6.18 per cent at Quezaltenango. It is clear that the main campus is the Guatemala City campus. And the Faculties preferred by the students more systematically are Law; Economics; Medicine; and Engineering, due to the high social status which these careers enjoy, plus the possibilities of higher salaries and better jobs. On the other hand, fields such as Agronomy, Veterinary Medicine, Education, Psychology, and Philosophy have less status and less appeal, partially because of lower salaries and fewer opportunities for advancement.

In general, it can be observed that for all the University the number of "pasantes" is very small. Tables 3.8 and 3.9 show a summary of enrollment by categories.

TABLE 3.8a

UNIVERSITY OF SAN CARLOS, 1963
SUMMARY OF ENROLLMENT[16]

Campus	PERCENTAGE: DISTRIBUTION BY CAMPUS OF EACH ENROLLMENT CATEGORY					
	Regular Students					
	New	"Pasantes"	Other Re-Enrolled	Total	Auditors	Total
Guatemala City	93.65	94.65	93.82	93.85	100.00	93.90
Quezaltenango	6.35	5.35	6.18	6.15	0.00	6.10
Total	100.00 (1,086)	100.00 (467)	100.00 (4,579)	100.00 (6,132)	100.00 (51)	100.00 (6,183)

[16] Second Student Census, USCG, 1963.

TABLE 3.8b

UNIVERSITY OF SAN CARLOS, 1963
SUMMARY OF ENROLLMENT[17]

PERCENTAGE: DISTRIBUTION BY FACULTY OF EACH ENROLLMENT CATEGORY						
	Regular Students					
Faculty	New	"Pasantes"	Other Re-Enrolled	Total	Auditors	Total
AGRONOMY	5.71	3.00	2.27	2.94	1.96	2.93
ARCHITECTURE	3.87	0.21	4.35	3.95	0.00	3.91
ECONOMICS	20.17	10.49	15.35	15.83	11.76	15.80
LAW	21.55	14.78	24.85	23.50	13.73	23.42
MEDICINE	6.35	38.33	11.51	12.64	11.76	12.63
CHEMISTRY & PHARMACY	3.68	4.93	5.90	5.43	19.61	5.55
HUMANITIES	14.09	11.13	5.57	7.50	41.18	7.78
ENGINEERING	8.56	8.57	18.65	16.10	0.00	15.96
DENTISTRY	6.91	3.21	3.36	3.98	0.00	3.95
VETERINARY	2.73	0.00	2.01	1.99	0.00	1.97
Sub-Total Guatemala City	93.65	94.65	93.82	93.85	100.00	93.90
ECONOMICS	1.93	0.64	1.53	1.53	0.00	1.52
LAW	2.39	2.57	3.17	2.98	0.00	2.96
HUMANITIES	1.66	1.50	0.66	0.90	0.00	0.89
RURAL SOCIAL WORK	0.37	0.64	0.83	0.73	0.00	0.73
Sub-Total Quezaltenango	6.35	5.35	6.18	6.15	0.00	6.10
Total	100.00	100.00	100.00	100.00	100.00	100.00
	(1,086)	(467)	(4,579)	(6,132)	(51)	(6,183)

[17] Second Student Census, USCG, 1963.

TABLE 3.9a

UNIVERSITY OF SAN CARLOS, 1963
SUMMARY OF ENROLLMENT[18]

Campus	PERCENTAGE BY ENROLLMENT CATEGORY AT EACH CAMPUS Regular Students New	"Pasantes"	Other Re-Enrolled	Total	Auditors	Total
Guatemala City	17.52	7.61	73.99	99.12	0.88	100.00 (5,806)
Quezaltenango	18.30	6.63	75.07	100.00	0.00	100.00 (377)
Total	17.56 (1,086)	7.55 (467)	74.06 (4,579)	99.17 (6,132)	0.82 (51)	100.00 (6,183)

[18] Second Student Census, USCG, 1963.

TABLE 3.9b

UNIVERSITY OF SAN CARLOS, 1963
SUMMARY OF ENROLLMENT[19]

Faculty	PERCENTAGE BY ENROLLMENT CATEGORY WITHIN EACH FACULTY Regular Students New	"Pasantes"	Re-Enrolled	Total	Auditors	Total
AGRONOMY	34.25	7.61	57.46	99.45	0.55	100.00(181)
ARCHITECTURE	17.36	0.41	82.23	100.00	0.00	100.00(242)
ECONOMICS	22.42	5.02	71.95	99.39	0.61	100.00(977)
LAW	16.66	4.77	78.59	99.52	0.48	100.00(1448)
MEDICINE	8.33	22.92	77.48	99.23	0.77	100.00(781)
CHEMISTRY & PHARMACY	11.66	6.71	78.72	97.08	2.92	100.00(343)
HUMANITIES	31.81	10.81	53.01	95.63	4.37	100.00(481)
ENGINEERING	9.42	4.05	86.52	100.00	0.00	100.00(987)
DENTISTRY	30.74	6.15	63.11	100.00	0.00	100.00(244)
VETERINARY	24.59	0.00	75.41	100.00	0.00	100.00(122)
Sub-Total Guatemala City	17.52	7.61	73.99	99.12	0.88	100.00(5806)
ECONOMICS	22.34	3.19	74.47	100.00	0.00	100.00(94)
LAW	14.21	6.56	79.23	100.00	0.00	100.00(183)
HUMANITIES	32.73	12.73	54.55	100.00	0.00	100.00(55)
RURAL SOCIAL WORK	8.89	6.67	84.44	100.00	0.00	100.00(45)
Sub-Total Quezaltenango	18.30	6.63	75.07	100.00	0.00	100.00(377)
Total	17.56	7.55	74.06	99.17	0.82	100.00(6183)

[19] Second Student Census, USCG, 1963.

TABLE 3.10

UNIVERSITY OF SAN CARLOS, 1963
AVERAGE YEARS ELAPSED SINCE FIRST
ENROLLMENT BY FACULTY AND CAMPUS[20]

Faculty	"Pasantes" # Students	"Pasantes" Years	Other Re-Enrolled # Students	Other Re-Enrolled Years	Total of Students Re-Enrolled # Students	Total of Students Re-Enrolled Years
AGRONOMY	14	8.57	104	3.55	118	4.14
ARCHITECTURE	1	5.00	199	3.08	200	3.09
ECONOMICS	49	12.65	703	4.90	752	5.41
LAW	69	11.35	1,138	5.41	1,207	5.74
MEDICINE	179	10.19	527	5.97	706	7.04
CHEMISTRY & PHARMACY	23	7.13	270	3.05	293	3.37
HUMANITIES	52	9.25	255	6.76	307	7.18
ENGINEERING	40	9.98	854	4.48	894	4.72
DENTISTRY	15	9.73	154	5.12	169	5.53
VETERINARY	0	0.00	92	2.99	92	2.99
Sub-Total Guatemala City	442	10.28	4,296	4.92	4,738	5.42
ECONOMICS	3	8.33	70	5.87	73	5.97
LAW	12	13.08	145	4.41	157	5.08
HUMANITIES	7	6.00	30	3.33	37	3.84
RURAL SOCIAL WORK	3	4.00	38	2.79	41	2.88
Sub-Total Quezaltenango	25	9.44	283	4.44	308	4.85
Total	467	10.23	4,579	4.89	5,046	5.39

[20] Second Student Census, USCG, 1963.

7. Years Elapsed Since the First Enrollment: One of the interesting facts about USCG students is the amount of time spent between initial enrollment and the eventual receipt of degrees. In Table 3.10 it can be observed that this time is almost double the time required in each major. The time needed to earn a degree varied from four to eight years. The majors of Law, Business Administration, and Chemical Engineering had a curriculum requirement of five years of study. Other fields, such as Agronomy, Architecture, Biochemistry, Civil Engineering, and Dentistry had a six-year program. The facts revealed, however, that in the group of "pasantes" the students needed almost twice the time stipulated in order to obtain their degrees. Majors such as Economics, Law, Humanities, and Dentistry double the time expected in order to finish. The same is true, to a lesser degree, in all of the other Faculties.

In the re-enrolled group on both campuses, with the exception of the ninety-two students registered in Veterinary Medicine, most of the students had dropped behind in their work toward a degree. This point will be discussed at greater length in Chapter 5, where we shall deal with achievement.

SUMMARY

In this third chapter we have seen that the great majority of the students were enrolled on the main campus in Guatemala City. The fields attracting most students were Law, Engineering, Economics, and Medicine. The group of students with "pasante" status represent only 7.55 per cent of the total enrollment, which is a low proportion. The majority of the students spent almost twice the time required to obtain a degree, as shown in Table 3.10, due in part to the generalized practice of deferring grades, drop-outs, and because they are essentially part-time students.

In Chapter 5 there are presented more details in respect to the students' achievement.

CHAPTER 4

PERSONAL AND FAMILY CHARACTERISTICS OF STUDENT LEADERS AND NON-LEADERS

All of the data offered by the informants was processed on punched cards in Guatemala by IIME. Lists of student responses were obtained, as well as tabulations and analyses of their academic achievement. In presenting results, two types of tables will be used: one in which responses are indicated in numbers, and the second in percentage.

A. Leaders and Non-Leaders: Personal Characteristics

Students were predominantly of the male sex. In Table 4.1 students are categorized by sex and faculty. With the exception of the Faculties of Humanities and Chemistry and Pharmacy, where women students composed 55% and 36%, respectively, of the student population, the great majority of the students enrolled were male.

The distribution by sex is presented in percentage in Table 4.2. Observe that in the group of leaders, in seven of the ten faculties, all student representatives were male. Female representatives were reported in the

Faculties of Architecture, Chemistry and Humanities, where female enrollment was 10%, 11% and 38%, respectively.

The results were similar among non-leaders. These are presented in Table 4.1 and 4.2. It was found that among non-leaders in the Faculties of Agronomy, Architecture, Medicine, Engineering, Dentistry, and Veterinary Medicine women represented less than 5.0% of the 5,704 students. In Faculties with larger enrollments, such as Economics and Law, only 10.0% of the student body was female. Only in the Faculties of Humanities and Chemistry and Pharmacy was there a female population of 54.7 and 36.8, respectively.

The scarcity of women among the student body is not peculiar to Guatemala. It is a general pattern throughout Latin America. The higher education of women is limited chiefly to teacher training.

B. Age

Most USCG students (i.e., the modal group) were twenty to twenty-four years of age in 1963. The mean age was 24.76 and the median was 23.35 years, which is relatively high for students at the undergraduate level. The number of students by age group is presented in Table 4.3.

TABLE 4.1

SEX OF STUDENT LEADERS AND NON-LEADERS[1]

Faculty	Leaders			Non-Leaders			Grand
	M	F	Total	M	F	Total	Total
AGRONOMY	11	-	11	169	1	170	181
ARCHITECTURE	10	2	12	209	21	230	242
ECONOMICS	10	-	10	882	85	967	977
LAW	8	-	8	1,357	83	1,440	1,448
MEDICINE	14	-	14	734	33	767	781
CHEMISTRY & PHARMACY	8	1	9	211	123	334	343
HUMANITIES	5	3	8	214	259	473	481
ENGINEERING	12	-	12	965	10	975	987
DENTISTRY	8	-	8	217	19	236	244
VETERINARY MEDICINE	10	-	10	108	4	112	122
Total	96	6	102	5,066	638	5,704	5,806

TABLE 4.2

SEX OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Faculty	Leaders			Non-Leaders		
	M	F	Total	M	F	Total
AGRONOMY	100.0	----	100.00	99.41	.59	100.00
ARCHITECTURE	80.0	20.0	100.00	90.87	9.13	100.00
ECONOMICS	100.0	----	100.00	91.21	8.79	100.00
LAW	100.0	----	100.00	93.78	6.22	100.00
MEDICINE	100.0	----	100.00	95.70	4.30	100.00
CHEMISTRY & PHARMACY	89.0	11.0	100.00	63.17	36.83	100.00
HUMANITIES	63.5	37.5	100.00	45.24	54.76	100.00
ENGINEERING	100.0	----	100.00	98.97	1.03	100.00
DENTISTRY	100.0	----	100.00	91.95	8.05	100.00
VETERINARY MEDICINE	100.0	----	100.00	96.46	3.54	100.00
Total	94.12	5.88	100.00	88.81	11.19	100.00

[1]Second Student Census, USCG, 1963.

TABLE 4.3

USCG POPULATION IN 1963[2]

Frequency of Ages	Number of Students
16 to 18	962
20 to 24	2,374
25 to 29	1,484
30 to 34	782
35 to 39	338
40 to 44	150
45 to 49	49
50 to 54	24
55 to 59	4
60	0

[2] Second Student Census, USCG, 1963.

It can be seen in the preceding table that the great majority of the students ranged from twenty to twenty-nine years of age. There were relatively few students younger than eighteen, but a substantial number older than thirty.

Of the 102 student leaders, fifty-nine or 58% were within the twenty-one to twenty-five year age group, while ninety-four or 91% fell within the sixteen to twenty-nine year group.

Among non-leaders, most were in the twenty-one to twenty-five year category, as with leaders. Thirty-seven per cent of the population of non-leaders fell within this group. The group between the ages of sixteen and twenty-nine years represented 82% of the population, including those in the twenty-one to twenty-five year age group.

In the analysis by Faculty (Tables 4.4 and 4.5) older students--among leaders and non-leaders--were found in Law, Economics, Humanities, and Medicine.

For the rest of the Faculties, Agronomy, Architecture, Chemistry, Engineering, and Veterinary Medicine, the population of students older than thirty years comprised less than 8.0% of the respective enrollments. It was in the sector of non-leaders where the largest concentration of students younger than twenty years or older than thirty-one years was found. However, in the

TABLE 4.4

AGE OF STUDENT LEADERS AND NON-LEADERS BY FACULTIES[7]

Faculty	Leaders							Non-Leaders							Grand Total
	16-20	21-25	26-30	31-35	36-39	40+	Total	16-20	21-25	26-30	31-35	36-39	40+	Total	
AGRONOMY	1	8	2	-	-	-	11	71	60	29	7	2	1	170	181
ARCHITECTURE	1	6	4	1	-	-	12	88	92	33	11	5	1	230	242
ECONOMICS	-	5	3	2	-	-	10	121	303	206	176	81	80	967	977
LAW	-	6	-	2	-	-	8	254	517	352	191	58	68	1440	1448
MEDICINE	3	9	1	1	-	-	14	145	324	195	73	19	11	767	781
CHEMISTRY & PHARMACY	1	5	3	-	-	-	9	158	120	39	13	3	1	334	343
HUMANITIES	1	3	1	2	1	-	8	71	129	91	83	48	51	473	481
ENGINEERING	-	10	2	-	-	-	12	317	439	168	36	11	4	975	987
DENTISTRY	2	3	3	-	-	-	8	92	86	46	8	3	1	236	244
VETERINARY MEDICINE	4	4	2	-	-	-	10	49	43	14	4	2	-	112	122
Total	13	59	21	8	1	-	102	1366	2113	1173	602	232	218	5704	5806

[7] Second Student Census, USCG, 1962-63.

TABLE 4.5

AGE OF STUDENT LEADERS AND NON-LEADERS BY FACULTY
(IN PERCENT)

Faculty	16-20	21-25	26-30	31-35	36-39	40+	Total	16-20	21-25	26-30	31-35	36-39	40+	Total
AGRONOMY	9.09	72.73	18.18	-	-	-	100.00	41.76	35.29	17.06	4.12	1.18	.59	100.00
ARCHITECTURE	8.33	50.00	33.33	8.33	-	-	100.00	38.26	40.00	14.35	4.78	2.17	.43	100.00
ECONOMICS	-	50.00	30.00	20.00	-	-	100.00	12.51	31.33	21.30	18.20	8.38	8.27	100.00
LAW	-	75.00	-	25.00	-	-	100.00	17.64	35.90	24.44	13.26	4.03	4.72	100.00
MEDICINE	21.43	64.29	7.14	7.14	-	-	100.00	18.90	42.24	25.42	9.52	2.48	1.43	100.00
CHEMISTRY & PHARMACY	11.11	55.56	33.33	-	-	-	100.00	47.31	35.93	11.68	3.89	.90	.30	100.00
HUMANITIES	12.30	37.50	12.50	25.00	12.50	-	100.00	15.01	27.27	19.24	17.55	10.15	10.78	100.00
ENGINEERING	-	83.33	16.67	-	-	-	100.00	32.51	45.03	17.23	3.60	1.13	.41	100.00
DENTISTRY	25.00	37.50	37.50	-	-	-	100.00	38.98	36.48	19.49	3.39	1.27	.42	100.00
VETERINARY MEDICINE	40.00	40.00	20.00	-	-	-	100.00	43.75	38.39	12.50	3.57	1.79	-	100.00
Total	12.75	57.84	20.59	7.84	.98	-	100.00	23.95	37.05	20.56	10.55	4.07	3.82	100.00

twenty-one to thirty age group the leaders were substantially more numerous than the non-leaders.

When the age distribution was analyzed by Faculty, it was observed that between the ages of sixteen and twenty years, the leaders have a lower percentage of cases, the same as in the group of those forty years old or more. The mean age of leaders was 24.3 years; that of non-leaders, 25.2. In conclusion, it can be seen that, judging from available data, the group of leaders tends to be somewhat younger than the non-leaders. Also, the students who are selected to occupy directive office within the administrative and student structure of USCG belong mostly to the twenty-one to thirty year age group.

C. Marital Status

Generally, there exists the idea that since university students work and are twenty-one years of age or more, the majority of them are married and have financial obligations in their homes. However, the data obtained from the Second Student Census gives evidence of something quite to the contrary. For example, of the 5,806 subjects, 3,958, or 68%, were not married. In the category of those divorced or widowed there were only 140 cases, or 4.0% of the total.

Of the 102 leaders, 74 (72%) were single, and 28 (27%) were married.

In the group of non-leaders, 3,884 (68%) were not married; 1,680 (30%) were married; and, there were only 139 (2.0%) reported to be divorced or widowed.

A frequency distribution according to Faculty is given in Table 4.6, and in Table 4.7 the same distribution is expressed in percentage. Analysis of these data reveals that the Faculties of Economics, Law, and Humanities had the largest proportion of married students, both in the group of leaders and that of non-leaders. The number of divorced or widowed students is insignificant in each population group.

Based on the available data, it can be observed that among leaders and non-leaders, single students are most numerous, followed by married students and finally, the divorced or widowed students. There is, however, a larger percentage of single students among the leaders, which seems to indicate that the leader postpones marriage for a longer time.

D. Family Background of the Student Leader and Non-Leader

1. Size of the Family: As was previously suggested,[3] Guatemalan families tend to be large, a

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[3]Latin American Educational, Social and Economic Development: Demographic, Social and Educational Situation in Guatemala, Op. Cit.

TABLE 4.6

MARITAL STATUS OF THE STUDENT LEADERS AND NON-LEADERS BY FACULTY[4]

Faculty	Leaders				Non-Leaders				Grand Total
	S	M	Other	Total	S	M	Other	Total	
AGRONOMY	8	3	0	11	141	28	1	170	181
ARCHITECTURE	8	4	0	12	190	37	3	230	242
ECONOMICS	3	7	0	10	485	455	27	967	977
LAW	5	3	0	8	909	479	52	1440	1448
MEDICINE	11	3	0	14	536	217	14	767	781
CHEMISTRY & PHARMACY	9	0	0	9	284	46	4	334	343
HUMANITIES	4	3	1	8	272	178	23	473	481
ENGINEERING	10	2	0	12	777	184	14	965	987
DENTISTRY	6	2	0	8	192	44	---	236	244
VETERINARY MEDICINE	9	1	0	10	99	12	1	112	122
Total	73	28	1	102	3885	1680	139	5704	5806

[4]Second Student Census, USCG, 1963.

TABLE 4.7

MARITAL STATUS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Faculty	Leaders				Non-Leaders			
	S	M	Other	Total	S	M	Other	Total
AGRONOMY	72.73	27.28	----	100.00	82.94	16.47	.59	100.00
ARCHITECTURE	66.70	33.30	----	100.00	82.61	16.09	1.30	100.00
ECONOMICS	30.00	70.00	----	100.00	50.15	47.05	2.80	100.00
LAW	63.50	37.50	----	100.00	63.12	33.27	3.61	100.00
MEDICINE	78.58	21.42	----	100.00	69.88	28.29	1.83	100.00
CHEMISTRY & PHARMACY	100.00	-----	----	100.00	85.03	13.77	1.20	100.00
HUMANITIES	50.00	37.50	12.50	100.00	57.50	37.64	4.86	100.00
ENGINEERING	83.25	16.75	----	100.00	79.69	18.87	1.44	100.00
DENTISTRY	75.00	25.00	----	100.00	81.36	18.64	----	100.00
VETERINARY MEDICINE	90.00	10.00	----	100.00	88.39	10.72	.89	100.00
Total	71.57	27.45	.98	100.00	68.11	29.45	2.44	100.00

tendency which is characteristic of under-developed countries where there is a proliferation of poverty, illiteracy and ignorance of family planning.

Upon analyzing the family makeup of the leaders and non-leaders, it was found that the number of members in the families ranged from one to ten or more. In the frequency distribution which appears in Table 4.8, the number of members in the family was divided into eleven groups. The number of students whose cases pertained to each group appears in the table. It can be observed that families of one to five members were most numerous; 3,321 students (58%) were from families of this size.

With respect to the non-leader, it was found that 1,107 (19%) were from families of one to three members; 2,152 (38%), four to five members; 1,524 (27%) six to seven members; 628 (12%) eight or nine members; and 294 (5.0%) were from families with ten or more members.

To sum up, the group with one to five members in their respective families was the most numerous, both for the sector of leaders and that of non-leaders. More of the leaders (63%) fell within this category than the non-leaders (56%). Families larger than six members were more frequent in the group of non-leaders than that of leaders. There were, for example, 44% of non-leaders within this classification, as opposed to 37% of the leaders. Apparently student leaders tend to come from smaller families.

TABLE 4.8

FAMILY SIZE OF STUDENT LEADERS AND NON-LEADERS[5]

Members in the Student's Family	Leaders # of Cases	Non-Leaders # of Cases
1	3	108
2	7	279
3	13	720
4	27	1,059
5	12	1,093
6	11	886
7	12	638
8	6	385
9	3	243
10	2	140
More than 10	4	154
Unknown	3	
Total	102	5,704

TABLE 4.8a

FAMILY SIZE OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Members in the Student's Family	Leaders % of Total	Non-Leaders % of Total
1	2.94	1.84
2	6.83	4.89
3	12.75	12.62
4	26.47	18.57
5	11.76	19.16
6	10.78	15.53
7	11.76	11.18
8	5.88	6.75
9	2.94	4.26
10	1.96	2.45
More than 10	3.92	2.70
Unknown	2.94	
Total	100.00	100.00

[5] Second Student Census, USCG, 1963.

E. Family Economic Background

1. Father's Occupation: The occupations in which the fathers of the subjects were employed numbered ninety-nine,[6] and were: engineers, professional and technical employees, chemists, pharmacists and laboratory technicians, professors and teachers, lawyers, judges and magistrates, doctors and other related occupations, writers, musicians, and artists, men of the church and charity and social workers, accountants and auditors, government officials with directive positions both at national and local levels, diplomatic personnel, managers, and administrators in wholesaling, owners; managers; and administrators or other officials in manufacturing industries, owners; administrators; and other officials in construction, owners; administrators; and other officials in banking, insurance and real estate, owners; administrators; and other officials in transportation, communications and public utilities, owners; administrators; and other officials in restaurants, hotels and other personal services, owners; administrators; and other officials in other industries, secretaries, typists, and stenographers (except government employees); secretaries, typists, and stenographers (government employees), office machine operators, other office employees in special

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[6] Second Student Census, USCG, 1963, page 82.

fields, messengers and errand boys, similar office employees (except in the government); similar office employees (in the government), other non-specialized office employees and similar occupations, salesmen, commercial representatives and agents of manufacturing companies, specialized salesmen, wandering salesmen and peddlers, newspaper boys and retail salesmen, farmers and livestock workers (owners and tenants), other agricultural workers, gardeners and caretakers, butchers, wood cutters and similar occupations, operators and workers in mining and quarrying, occupations connected with railroads, vehicle drivers, other workers in transportation, mechanics and metal workers, other mechanics, textile workers, tailors; seamstresses and dressmakers, cobblers and other makers of leather products, furniture makers and carpenters, makers of food and tobacco products, skilled construction workers, building maintenance workers, other skilled workers not elsewhere classified; workers and day laborers in construction, stevedors, longshoremen and other day laborers in transportation, other manual and day laborers not elsewhere classified, domestics, specialized occupations in food and lodging, homemakers (domestic jobs), personal services: hair dressers; shoe shiners; etc., military personnel. These ninety-nine occupations were classified by eleven large categories, according to the criteria used officially by

the government of Guatemala for its population and agricultural census, as well as for other types of social studies. The eleven categories were the following: unclassified; professionals, technicians and related; managers, directors, and administrators; office workers and related; traders, vendors, and related; farmers, hunters, fishermen, lumbermen, and related; mining and quarry workers; artisans, craftsmen, and skilled laborers; workers in transport occupations; unskilled workers and day laborers; and workers in public services and related.

From the data which appear in Table 4.9 it can be observed that of the eleven job classifications, that of professionals, technicians, and related was the one which included the greatest number of cases, with a total of 1,457 or one-fourth of all the informants. The second largest group was that of managers, directors, and administrators, which included 1,261 individuals, or 23%. Thus, the fathers of about 48% of the students surveyed were reported to be professionals and administrators, with the remaining 58% being distributed among nine other categories. In Table 4.10 the number of subjects corresponding to each occupational group is given in detail by percentage. An important fact is that the categories of professional and administrators are followed, in order, by agricultural occupations, workers

in public services and office workers. Although artisans are numerous and important in the country, it appears that they do not send their sons to the University in large numbers.

Upon analyzing leaders and non-leaders, it was found that--although the category of professionals, technicians, and related occupations was most prominent in each group--in the group of leaders it was larger than in the group of non-leaders. The same tendency was observed for those occupations which required greater academic preparation and which were more remunerative and of higher social status. This can be seen from the analysis of Tables 4.11 and 4.12, in which the relationship between the occupations and educational level of the parents of the subjects is presented. It will be observed that the fathers of the leaders, as a group, had a higher educational level than those of the non-leaders. More details regarding this will be given later.

2. Family Income: Family income was reported by USCG students. The reports of income were divided into twenty-four categories, as can be seen in Tables 4.13 and 4.14. The incomes ranged between $50.00 and $5,000. per month. Also included was the occupation of the father from which he derived his principal income. The data included in Tables 4.13, 4.14, and 4.15 show that 326 subjects (6.0%) reported incomes of $99.00 or less

TABLE 4.9 (Continued)

OCCUPATION OF FATHERS OF STUDENT LEADERS AND NON-LEADERS

Father's Occupation	HUMANITIES		ENGLISH		DENTISTRY		VETERINARY		TOTAL	
	L	N-L	L	N-L	L	N-L	L	N-L	L	N-L
Professionals, Technicians, & Related	3	138	4	249	3	74	2	32	35	1416
Managers, Directors & Administrators	-	79	3	239	1	63	5	17	20	1241
Office Workers & Related	-	72	1	125	3	24	2	13	13	737
Traders, Vendors & Related	-	17	1	35	-	6	-	2	2	178
Farmers, Hunters, Fishermen, Lumbermen & Related	2	41	1	104	1	30	1	38	15	672
Mines and Stone Quarry Workers	-	1	-	-	-	-	-	-	-	2
Artisans, Craftmen, & Skilled Workers	-	4	-	9	-	4	-	1	-	83
Workers in Transport Occupations	-	36	1	88	-	10	-	3	7	469
Unskilled Workers & Day Laborers	-	9	-	12	-	3	-	-	3	82
Service Workers & Related	2	59	1	108	-	22	-	6	6	619
Unclassified	1	18	-	6	-	-	-	-	1	205
Total	8	473	12	975	8	236	10	112	102	5704

L = Leaders N-L = Non-Leaders

TABLE 4.10 (Continued)

OCCUPATION OF FATHERS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Father's Occupation	HUMANITIES		ENGLISH		DENTISTRY		VETERINARY		TOTAL	
	L	N-L	L	N-L	L	N-L	L	N-L	L	N-L
Professionals, Technicians, & Related	2.94	2.40	3.92	4.37	2.94	1.30	1.96	.56	34.31	24.81
Managers, Directors & Administrators	----	1.38	2.94	4.19	.98	1.10	4.90	.28	19.61	21.75
Office Workers & Related	----	1.25	.98	2.19	2.96	.42	1.96	.22	12.75	12.91
Traders, Vendors & Related	----	.30	.98	.61	----	.11	----	.04	1.96	3.12
Farmers, Hunters, Fishermen, Lumbermen & Related	1.96	.72	.98	1.81	.98	.53	.98	.67	14.71	11.78
Mines & Stone Quarry Workers	----	.02	----	----	----	----	----	----	------	.04
Artisans, Craftmen & Skilled Workers	----	.07	----	.16	----	.07	----	.02	------	1.46
Workers in Transport Occupations	----	.65	.98	1.54	----	.18	----	.05	6.86	8.22
Unskilled Workers & Day Laborers	----	.16	----	.22	----	.05	----	----	2.94	1.44
Services Workers & Related	1.96	1.03	.98	1.89	----	.38	----	.11	5.88	10.85
Unclassified	.98	.32	----	.11	----	----	----	----	.98	3.59
Total	7.85	8.30	11.77	17.09	7.85	4.15	9.82	1.96	100.00	100.00

per month, and that 3,568 (61%) subjects reported their fathers' incomes to be between $100.00 and $349.00. The majority of the subjects fell in this latter group, both in the leader and non-leader populations. There were 956 (16%) subjects reporting incomes of $350.00 to $499.00; 803 (14%) reporting incomes of $500.00 to $999.00; 118 (2.0%) incomes of $1,000.00 to $1,399.00; 33 (0.5%) with incomes from $1,400 to $2,999; and only ten cases (.01%) reported monthly incomes of over $3,000.00. Thus, the incomes of over $1,000.00 per month accounted for only about 3% of the total.

Table 4.14 shows the percentage distribution of monthly income for the fathers of leaders and non-leaders, according to occupations. There it can be seen that the most families report an income of $100.00 to $349.00 per month. Also, it can be observed that a greater proportion of leaders reported a family income greater than $600.00. More non-leaders reported a monthly family income of less than $99.00. In general, therefore, it was observed that leaders had fathers who (1) possessed a higher educational level, (2) who occupied more prominant professions, and (3) enjoyed larger incomes. These details are summed up clearly in Table 4.15, where the distribution of occupations, monthly income, number of cases in each category and the mean income for both leader and non-leader groups are

TABLE 4.11

OCCUPATION AND EDUCATIONAL LEVEL OF FATHERS OF STUDENT LEADERS AND NON-LEADERS[9]

Father's Occupation	FATHER'S EDUCATIONAL LEVEL															
	Leaders								Non-Leaders							
	IE	CE	IS	CS	IC	CC	NE	Total	IE	CE	IS	CS	IC	CC	NE	Total
Professionals, Technicians & Related	1	4	3	9	4	13	1	35	33	164	102	394	149	553	21	1416
Managers, Directors & Administrators	1	7	5	3	2	1	1	20	112	505	176	297	63	35	53	1241
Office Workers & Related	2	7	-	3	1	-	-	13	43	262	144	220	32	7	29	737
Trafers, Vendors & Related	-	-	-	1	1	-	-	2	14	65	29	39	17	3	11	178
Farmers, Fishermen, Hunters Lumbermen, & Related	1	4	5	2	1	-	1	15	94	222	107	176	28	15	29	672
Mines & Stone Quarry Workers	-	-	-	-	-	-	-	0	-	-	2	-	-	-	-	2
Workers in Transport Occupations	-	-	-	-	-	-	-	0	20	48	2	7	-	-	6	83
Unskilled Workers & Day Laborers	1	2	-	1	1	1	1	7	86	250	58	36	11	5	23	469
Artisans, Craftmen & Skilled Workers	1	2	-	-	-	-	-	3	17	35	16	9	-	-	5	82
Service Workers & Related	-	1	-	1	1	2	1	6	54	193	47	221	37	33	34	619
Unclassified	-	-	-	-	1	-	-	1	37	76	16	38	4	8	26	205
Total	7	27	13	20	12	17	5	102	510	1820	699	1438	341	659	237	5704

IE = Inc. Elem. CE = Comp. Elem. IS = Inc. Sec. CS = Comp. Elem. IC = Inc. College
CC = Comp. College NE = No Education

[9] Second Student Census, USCG, 1963.

TABLE 4.12

OCCUPATION AND EDUCATIONAL LEVEL OF FATHERS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Father's Occupation	FATHER'S EDUCATIONAL LEVEL															
	Leaders								Non-Leaders							
	IE	CE	IS	CS	IC	CC	NE	Total	IE	CE	IS	CS	IC	CC	NE	Total
Professionals, Technicians & Related	.98	3.92	2.94	8.82	3.92	12.75	.98	34.31	.58	2.88	1.79	6.91	2.60	9.69	.37	24.81
Managers, Directors & Administrators	.98	6.86	4.90	2.94	1.96	.98	.98	19.61	1.96	8.85	3.09	5.22	1.10	.61	.93	21.75
Office Workers & Related	1.96	6.86	----	2.94	.98	.98	----	12.75	.75	4.59	2.52	3.86	.56	.12	.51	12.91
Vendors, Traders & Related	----	----	----	.98	.98	----	----	1.96	.25	1.14	.51	.68	.30	.03	.19	3.12
Farmers, Fishermen, Hunters, Lumbermen & Related	.98	3.92	4.90	1.96	.98	----	.98	14.71	1.65	3.89	1.88	3.09	.49	.26	.51	11.80
Mines & Stone Quarry Workers	----	----	----	----	----	----	----	------	----	----	.04	----	----	----	----	.04
Workers in Transport Occupations	----	----	----	----	----	----	----	------	.35	.84	.04	.12	----	----	.11	1.46
Unskilled Workers & Day Laborers	.98	1.96	----	.98	.98	.98	.98	6.86	1.50	4.38	1.02	.63	.19	.08	.40	8.22

TABLE 4.12 (Continued)

OCCUPATION AND EDUCATIONAL LEVEL OF FATHERS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Father's Occupation	FATHER'S EDUCATIONAL LEVEL															
	Leaders								Non-Leaders							
	IE	CE	IS	CS	IC	CC	NE	Total	IE	CE	IS	CS	IC	CC	NE	Total
Artisans, Craftmen & Unskilled Workers	.98	1.96	----	----	----	----	-----	2.94	.30	.61	.28	.16	----	----	.08	1.44
Service Workers & Related	---	.98	----	.98	.98	1.96	.98	5.88	.95	3.38	.82	3.87	.65	.58	.60	10.85
Unclassified	----	----	----	.98	----	----	----	.98	.65	1.33	.28	.67	.07	.14	.46	3.59
Total	6.86	26.46	12.74	19.60	11.76	16.67	4.90	100.00	8.94	31.91	12.26	25.19	5.96	11.55	4.15	100.00

IE = Inc. Elem. CE = Comp. Elem. IS = Inc. Sec. CS = Comp. Sec. IC = Inc. College CC = Comp. College
NE = No Education

summarized. The mean income of fathers of student leaders is much higher than that of fathers of non-leaders. While the former reported a mean income of $409.00 per month, the latter had $336.00 per month. The information in Table 4.15 confirms the fact mentioned before: that the fathers were employed mainly in the occupational categories of professionals, directors, and administrators. Of the 102 leaders, 55 (54%) had fathers in one of these two categories, while in the group of non-leaders there were 2,657 cases or 48%. It was in these occupational groups, also, that the highest incomes were reported by each group; $24,768.00 out of $41,739.00 or somewhat more than 50% among the leaders; and $1,010,627.00 out of $1,915,613.00, also over 50% for the non-leaders. Occupations requiring little academic preparation (such as unskilled labor, miners, transportation, artisans, etc.) appeared in 20% of the population with low monthly incomes. Notwithstanding, this type of occupation is much more common in Guatemala than that of professional and technicians. However, the unskilled laborer cannot afford to send his children to college. There is no doubt that a university education in Guatemala is still an expensive service and can only be acquired by a limited number of young people whose families occupy an advantageous social and economic position.

TABLE 4.13

MONTHLY INCOME OF FATHERS OF STUDENT LEADERS AND NON-LEADERS BY OCCUPATION[10]

Father's Occupation	Less than 50	50-99	100-149	150-199	200-249	250-299	300-349	350-399	400-449	450-499	500-599	600-699	700-799	800-899	900-999	1000-1199
							Leaders									
Professionals, Technicians & Related	-	2	3	5	5	2	2	1	3	4	2	-	2	2	1	-
Managers, Directors & Administrators	-	1	2	3	3	2	2	2	1	-	-	2	1	1	-	-
Office Workers and Related	-	1	-	-	3	2	2	1	1	-	1	1	1	-	-	-
Traders, Vendors and Related	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Farmers, Fishermen, Hunters and Related	-	-	2	-	2	3	2	-	2	-	-	1	-	2	-	-
Mines & Stone Quarry Workers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Workers in Transport Occupations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unskilled Workers & Day Laborers	-	-	-	2	3	-	1	1	-	1	1	-	-	-	-	-
Artisans, Craftmen & Skilled Workers	-	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-
Service Workers & Related	-	-	-	-	3	1	1	-	-	-	-	-	-	1	-	-
Unclassified	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	4	9	13	17	12	10	4	7	4	3	4	4	7	1	-

[10] Second Student Census, USCG, 1963.

TABLE 4.14 (Continued)

MONTHLY INCOME OF FATHERS OF STUDENT LEADERS AND NON-LEADERS BY OCCUPATION
(IN PERCENT)

Father's Occupation	Leaders							Non-Leaders							
	1200-1399	1400-1599	1600-1799	1800-1999	2000-2999	3000-4999	5000-more	Less than 50	50-99	100-149	150-199	200-249	250-299	300-349	350-399
Prof., Tech. and Related	-	-	-	-	-	-	.98	.02	.86	2.52	3.28	2.86	2.24	2.45	1.82
Managers, Dir., & Adm.	-	-	-	-	-	-	-	.04	1.30	2.71	2.56	2.73	1.89	2.10	1.61
Office Workers & Related	-	-	-	-	-	-	-	.09	.56	1.70	2.30	1.79	1.65	1.21	.96
Traders, Vendors & Related	-	-	.98	-	-	-	-	.02	.11	.40	.54	.39	.40	.33	.28
Farmers, Fishermen, Hunters, Lumbermen & Related	-	-	.98	-	-	-	-	.12	.63	1.58	1.54	1.95	.79	1.10	.84
Mines & Quarry Workers	-	-	-	-	-	-	-	-	-	.02	-	-	-	-	-
Workers in Transport Occupations	-	-	-	-	-	-	-	-	.18	.40	.28	.19	.04	.09	.09
Unskilled Workers & Day Laborers	-	-	-	-	-	-	-	.12	.67	1.60	1.42	1.44	.98	.54	.35
Artisans, Craftmen, & Related	-	-	-	-	-	-	-	-	.09	.39	.28	.30	.05	.11	.07
Service Workers & Related	-	-	-	-	-	-	-	.02	.58	1.79	1.91	1.74	1.24	1.12	.53
Unclassified	-	-	-	-	-	-	-	.04	.16	.46	.70	.51	.40	.46	.21
Total	-	-	1.96	-	-	-	.98	.46	5.12	13.57	14.81	13.88	9.69	9.52	6.77

TABLE 4.14 (Continued)

MONTHLY INCOME OF FATHERS OF STUDENT LEADERS AND NON-LEADERS BY OCCUPATION
(IN PERCENT)

Father's Occupation	Non-Leaders														
	400-449	450-499	500-599	600-699	700-799	800-899	900-999	1000-1199	1200-1399	1400-1599	1600-1799	1800-1999	2000-2999	3000-4999	5000-more
Prof., Tech., and Related (24.81)	1.58	1.19	2.19	1.56	.63	.33	.37	-	.51	.21	.05	.02	.09	.04	-
Managers, Dir., & Adm. (21.75)	1.44	.84	1.37	.84	.65	.35	.40	-	.51	.21	.05	.02	.09	.04	-
Office Workers & Related (12.91)	.89	.39	.65	.37	.16	.04	.04	-	.07	.04	.02	-	-	-	-
Traders, Vendors & Related (3.12)	.14	.14	.11	.09	.04	.04	.02	-	.04	-	.05	-	-	-	-
Farmers, Fishermen, Hunters, Lumbermen & Related(11.78)	.67	.37	.54	.58	.26	.16	.14	-	.28	.09	.07	-	.02	-	.09
Mines & Quarry Workers (.04)	-	-	-	-	-	-	-	-	.02	-	-	-	-	-	-
Workers in Transport Occu. (1.46)	.09	.04	.02	.04	.02	-	-	-	-	-	-	-	-	-	-
Unskilled Workers & Day Laborers (8.82)	.42	.32	.25	.07	.02	.04	-	-	.02	-	-	-	-	-	-
Artisans, Craftmen, & Related(1.44)	.04	.05	.02	-	.02	.02	-	-	.02	-	-	-	-	-	-
Service Workers & Related (10.85)	.49	.39	.58	.04	.21	.11	.07	-	.04	.02	-	-	-	-	-
Unclassified (3.59)	.11	.18	.18	.07	.02	.04	.02	-	.02	-	-	-	-	-	-
Total (100.00)	5.83	3.89	5.89	3.65	2.03	1.10	1.05	-	1.50	.56	.28	.04	.26	.07	.09

TABLE 4.15

SUMMARY OF FATHERS' OCCUPATIONS AND MONTHLY INCOMES BY STUDENT LEADERS AND NON-LEADERS[11]

Type of Occupation	Number Occupied	Leaders # of Fathers	Leaders Monthly Income	Leaders Mean Income	Non-Leaders # of Fathers	Non-Leaders Monthly Income	Non-Leaders Mean Income
Unclassified	1	1	$ 190.	$ 190.	205	$ 57,462.	$281.
Professionals, Technicians, & Related	28	35	17,265.	493.	1,416	558,060.	394.
Managers, Directors & Administrators	11	20	6,503.	325.	1,241	452,567.	365.
Office Workers and Related	12	13	4,608.	355.	737	215,682.	293.
Vendors, Traders and Related	6	2	2,400.	1,200.	178	55,263.	310.
Farmers, Fishermen, Hunters, Lumbermen & Related	5	15	6,685.	446.	673	246,412.	366.
Mines and Stone Quarry Workers	2	0	-----	---	2	1,220.	610.
Artisans, Craftmen and Skilled Workers	4	0	-----	---	83	18,403.	222.
Workers in Transport Occupations	15	7	1,350.	193.	469	114,479.	244.
Unskilled Workers and Day Laborers	9	3	665.	222.	82	20,859.	254.
Service Workers and Related	7	6	2,073.	346.	619	175,206.	283.
Total	100	102	$41,739.	$ 409.	5,704	$1,915,613.	$336.

[11] Second Student Census, USCG, 1963.

In conclusion, most students of USCG come from a social class with the highest income and whose parent is at the highest job level. The fathers of student leaders have a higher mean income than those of the non-leaders; similarly, leaders' fathers tend more to be professionals, technicians, directors, and administrators than do the fathers of non-leaders. In both groups, however, the occupations which predominate are those which require the greatest scholastic preparation. Agriculture is the third most important occupation and the second highest source of income for the students surveyed. A university education in Guatemala is still a service which only the socially elite can pay for, and although it is not denied to those who have the capability, many cannot afford to study because of the expense and the length of the university curriculum.

F. Parent's Educational Background

1. Parent's Educational Level: The educational level of the subjects' parents was divided into seven categories: (1) incompleted elementary education; (2) completed elementary education; (3) incompleted secondary education; (4) completed secondary education; (5) incompleted higher education; (6) completed higher education; and (7) no education. For the presentation of these data a total of six tables were made, they are: 4.16, 4.17, 4.18, 4.19, 4.20, and 4.21.

These tables present the frequency distribution and percentage distribution of the educational level of the fathers, the mothers, and both parents together, according to the Faculty in which the student informant was enrolled. From the analysis of these tables, it can be observed in general terms, that the fathers had a higher educational level than the mothers. A comparison of tables 4.16 and 4.17, in which are shown the educational levels of the fathers and mothers of the leaders and non-leaders, speaks eloquently. While the fathers in the categories of incompleted elementary education and completed elementary education comprised 9% and 32%, respectively, these same categories accounted for 12% and 45% of the mothers, showing that the frequency of mothers who had not gone farther than elementary school was much greater than that of the fathers. Insofar as secondary education (completed and incompleted) is concerned, the fathers were also reported to be at an advantage. A few more fathers had completed secondary education than mothers. While 25% of the fathers had finished high school, only 23% of the mothers had done so. It is, however, in higher education where there is a marked difference between the educational level of the fathers and that of the mothers. While 6% of the fathers had entered into some degree of college education, less than 1.0% of the mothers had done so. Moreover, 12% of the fathers had completed a college education as compared to

less than 1.0% of the mothers. Insofar as illiteracy is concerned, it was found that 4% of the fathers were unable to read and write, compared to 5% of the mothers. Tables 4.20 and 4.21 offer a summary of these data.

The data offered in these tables show that the parents of the leaders and non-leaders are people with some education. Ninety-eight percent of them had at least an incomplete primary education, and only 5% fell into the category of illiterates. For the nation as a whole, nearly 70% of the population is illiterate; hence, parents of university students--as a class--are among the most educated persons in the country.

Upon comparing the educational level of the parents of leaders with that of parents of non-leaders, it was found that in the category of a complete secondary education or less, the percentage of mothers in the group of leaders was greater than that of the fathers. But at the university level, fathers were significantly more numerous than the mothers. While 2% of the mothers had at least an incomplete college education, 13% of the fathers were so educated; moreover, while the fathers represented 17% of those having completed college, there was not a single case of a mother in this group having a complete university education. In general terms, the fathers of the leaders tend to be more advanced than their wives with respect to higher education.

TABLE 4.16

EDUCATIONAL LEVEL OF FATHERS OF STUDENT LEADERS AND NON-LEADERS [12]

	Leaders								Non-Leaders							
Faculty	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total
AGRONOMY	1	2	3	4	1	-	-	11	15	57	27	35	12	19	5	170
ARCHITECTURE	-	1	-	2	4	5	-	12	9	60	31	65	25	37	3	230
ECONOMICS	-	4	1	1	2	-	2	10	141	386	105	194	33	52	56	967
LAW	1	2	1	1	1	2	-	8	172	466	152	361	63	143	83	1440
MEDICINE	1	5	2	3	1	2	-	14	45	230	100	188	59	131	14	767
CHEMISTRY & PHARMACY	-	5	-	1	1	1	1	9	15	85	50	89	29	60	6	334
HUMANITIES	1	2	-	1	1	2	1	8	42	154	57	113	27	52	28	473
ENGINEERING	-	2	2	3	1	4	1	12	51	261	141	291	82	113	36	975
DENTISTRY	-	2	1	3	-	1	1	8	11	74	30	70	12	37	2	236
VETERINARY	1	2	3	3	1	-	1	10	8	27	15	27	13	17	5	112
Total	5	27	13	23	13	17	5	102	509	1800	708	1433	355	661	238	5704

IE = Inc. Elem. CE = Comp. Elem. IS = Inc. Sec. CS = Comp. Sec. IC = Inc. College CC = Comp. College
NE = No Education

[12] Second Student Census, USCG, 1963.

TABLE 4.17

EDUCATIONAL LEVEL OF FATHERS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Faculties	Leaders								Non-Leaders							
	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total
AGRONOMY	.98	1.96	2.94	3.92	.98	-	-	10.78	.26	1.00	.47	.61	.21	.33	.09	2.98
ARCHITECTURE	-	.98	-	1.96	3.92	4.90	-	11.77	.15	1.05	.54	1.14	.44	.65	.05	4.03
ECONOMICS	-	3.92	.98	.98	1.96	-	1.96	9.80	2.47	6.77	1.84	3.40	.58	.91	.98	16.94
LAW	.98	1.96	.98	.98	.98	1.96	-	7.85	3.02	8.17	2.66	6.33	1.10	2.51	1.46	25.24
MEDICINE	.98	4.90	1.96	2.94	.98	1.96	-	13.72	.79	4.03	1.75	3.30	1.03	2.30	.25	13.45
CHEMISTRY & PHARMACY	-	4.90	-	.98	.98	.98	.98	8.83	.26	1.49	.88	1.56	.51	1.05	.11	5.86
HUMANITIES	.98	1.96	-	.98	.98	1.96	.98	7.84	.74	2.70	1.00	1.98	.47	.91	.49	8.30
ENGINEERING	-	1.96	1.96	2.94	.98	3.92	-	11.77	.89	4.58	2.47	5.10	1.44	1.98	.63	17.09
DENTISTRY	-	1.96	.98	2.94	-	.98	.98	7.84	.19	1.30	.53	1.23	.21	.65	.04	4.14
VETERINARY	.98	1.96	2.94	2.94	-	-	-	9.80	.14	.47	.26	.47	.23	.30	.09	1.97
Total	4.90	26.47	12.74	22.55	12.74	16.67	4.90	100.00	8.92	31.56	12.41	25.12	6.22	11.58	4.17	100.00

IE = Inc. Elem. CE = Comp. Elem. IS = Inc. Sec. CS = Comp. Sec. IC = Inc. College CC = Comp. College
NE = No Education

TABLE 4.18

EDUCATIONAL LEVEL OF MOTHERS OF STUDENT LEADERS AND NON-LEADERS[13]

Faculty	Leaders								Non-Leaders							
	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total
AGRONOMY	-	4	2	5	-	-	-	11	20	72	36	33	-	1	8	170
ARCHITECTURE	-	2	2	7	1	-	-	12	10	92	39	82	4	-	3	230
ECONOMICS	1	6	1	-	-	-	2	10	183	476	98	128	5	2	75	967
LAW	1	3	2	1	-	-	1	8	229	644	191	269	12	2	93	1440
MEDICINE	1	7	3	3	-	-	-	14	75	368	100	188	11	8	17	767
CHEMISTRY & PHARMACY	2	3	-	3	-	-	1	9	24	138	54	94	8	10	6	334
HUMANITIES	2	3	1	1	1	-	-	8	43	217	50	115	4	6	38	473
ENGINEERING	-	3	3	6	-	-	-	12	77	378	167	305	9	3	36	975
DENTISTRY	-	4	4	-	-	-	-	8	20	118	35	58	2	-	3	236
VETERINARY	2	1	5	2	-	-	-	10	8	44	18	38	-	-	4	112
Total	9	36	23	29	2	-	4	102	689	2547	788	1310	55	32	283	5704

IE = Inc. Elem. CE = Comp. Elem. IS = Inc. Sec. CS = Comp. Sec. IC = Inc. College CC = Comp. College
NE = No Education

[13] Second Student Census, USCG, 1963.

TABLE 4.19

EDUCATIONAL LEVEL OF MOTHERS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

Faculty	Leaders								Non-Leaders							
	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total
AGRONOMY	-	3.92	1.96	4.90	-	-	-	10.78	.35	1.26	.63	.58	-	.02	.14	2.98
ARCHITECTURE	-	1.96	1.96	6.86	.98	-	-	11.77	.17	1.61	.68	1.44	.07	-	.05	4.03
ECONOMICS	.98	5.88	.98	-	-	-	1.96	9.80	3.21	8.35	1.72	2.25	.08	.03	1.32	16.94
LAW	.98	2.94	1.96	.98	-	-	.98	7.85	4.01	11.29	3.25	4.72	.21	.03	1.63	25.24
MEDICINE	.98	6.86	2.94	2.94	-	-	-	13.73	1.31	6.45	1.75	3.30	.19	.14	.30	13.45
CHEMISTRY & PHARMACY	1.96	2.94	-	2.94	-	-	.98	8.82	.42	2.42	.95	1.65	.14	.17	.11	5.86
HUMANITIES	1.96	2.94	.98	.98	.98	-	-	7.84	.75	3.80	.88	2.02	.07	.11	.67	8.30
ENGINEERING	-	2.94	2.94	5.88	-	-	-	11.77	1.35	6.63	2.93	5.35	.15	.05	.63	17.09
DENTISTRY	-	3.92	3.92	-	-	-	-	7.84	.35	2.07	.61	1.02	.03	-	.05	4.14
VETERINARY	1.96	.98	4.90	1.96	-	-	-	9.80	.14	.77	.32	.67	-	-	.07	1.96
Total	8.82	35.29	22.54	28.43	1.96	-	3.92	100.00	12.08	44.66	13.82	22.98	.96	.56	4.97	100.00

IE = Inc. Elem CE = Comp. Elem IS = Inc. Sec. CS = Comp. Elem IC = Inc. College CC = Comp. College
NE = No Education

TABLE 4.20

SUMMARY: EDUCATIONAL LEVEL OF PARENTS OF STUDENT LEADERS AND NON-LEADERS[14]

	Leaders								Non-Leaders							
Parent	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total
FATHER	5	27	13	22	13	17	5	102	509	1800	708	1433	355	661	238	5704
MOTHER	9	36	23	28	2	-	4	102	689	2547	788	1310	55	32	283	5704
Total	14	63	36	50	15	17	9	204	1198	4347	1496	2743	410	693	521	11408

TABLE 4.21

SUMMARY: EDUCATIONAL LEVEL OF PARENTS OF STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

	Leaders								Non-Leaders							
Parent	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total	I.E.	C.E.	I.S.	C.S.	I.C.	C.C.	N.E.	Total
FATHER	4.90	26.47	12.75	21.57	12.74	16.67	4.90	100.00	8.92	31.57	12.41	25.12	6.22	11.59	4.17	100.00
MOTHER	8.82	35.30	22.54	27.45	1.96	-	3.93	100.00	12.07	44.66	13.81	22.98	.96	.56	4.96	100.00
Total	13.72	61.77	35.29	49.02	14.70	16.67	8.83	100.00	20.99	76.23	26.22	48.10	7.18	12.15	9.13	100.00

I.E. = Inc. Elem. C.E. = Comp. Elem. I.S. = Inc. Sec. C.S. = Comp. Sec. I.C. = Inc. College
C.C. = Comp. College N.E. = No Educ.

[14] Second Student Census, USCG, 1963.

Among parents of non-leaders, similar results was observed. Among them, the percentage of mothers with less than a high school education was greater than that of fathers. This was not the case at the university level. Here the fathers were definitely in the majority. While 6% and 12% of the fathers were reported to have completed some college level education, of student leaders and non-leaders respectively. (Table 4.17) the mothers represented less than 1.0% (Table 4.18) at these levels.

To sum up, it can be seen that the fathers, in both population groups, had a higher level of education than the mothers. Also, the parents of student leaders had a higher level of education than those of non-leaders, as the data in Table 4.21 indicates. There it is shown that the number of parents in the non-leader group who had only attained an elementary education was twice as large as that of the parents of the leaders. At the secondary level the leaders are far ahead of non-leaders. In the sector of no education whatsoever, there is little difference.

G. Student's Immediate Educational Background

1. Type of Secondary School From Which the Student Graduated: There were two types of secondary schools from which the students graduated: public and private. For the years 1962-63, when the author of this study traveled to Guatemala and Central America gathering data for this thesis, private

educational institutions played a very important role in the education of the Guatemalan people, principally at the secondary levels. At the college level education was provided by USCG, which was a public institution. The Catholic Landivar University, a church-related college, had recently been established (1962) but had not as yet played an important role in higher education.

Upon analyzing the data regarding the institutions from which the students were graduated, it was found that of the total 5,806 cases, 2,875 (51%) had been graduated from public schools, 2,779 (46%) from private schools, and 151 (3.0% from schools of other countries.

In Table 4.22 leaders and non-leaders are reported according to the secondary school from which they were graduated and the faculty in which they were studying at USCG in 1963. Table 4.23 provides the same information in percentages.

Leaders in the Faculties of Agronomy, Economics, Law, Medicine, Chemistry and Humanities were graduates largely of public schools, while those in the Faculties of Architecture, Engineering, Dentistry and Veterinary Medicine were graduates largely of private schools. In all, fifty-eight leaders (57%) had been graduated from public schools, while forty-four (43%) obtained their diplomas from private institutions.

TABLE 4.22

TYPE OF SECONDARY SCHOOL FROM WHICH STUDENT LEADERS AND NON-LEADERS GRADUATED[15]

	Leaders			Non-Leaders				
Faculty	Public	Private	Total	Public	Private	Total	Foreign	Total
AGRONOMY	8	3	11	63	106	169	1	181
ARCHITECTURE	2	10	12	66	159	225	5	242
ECONOMICS	9	1	10	641	303	944	23	977
LAW	8	-	8	851	569	1420	20	1448
MEDICINE	9	5	14	350	392	741	25	781
CHEMISTRY & PHARMACY	7	2	9	116	212	328	6	343
HUMANITIES	5	3	8	277	165	442	31	481
ENGINEERING	3	9	12	349	593	942	33	987
DENTISTRY	3	5	8	84	151	235	1	244
VETERINARY	4	6	10	20	86	106	6	122
Total	58	44	102	2817	2735	5552	151	5806

TABLE 4.23

TYPE OF SECONDARY SCHOOL FROM WHICH STUDENT LEADERS AND NON-LEADERS GRADUATED (IN PERCENT)

	Leaders			Non-Leaders			
Faculty	Public	Private	Total	Public	Private	Total	Foreign
AGRONOMY	2.94	7.84	10.78	1.86	1.10	2.98	.02
ARCHITECTURE	9.80	1.96	11.77	2.78	1.16	4.03	.09
ECONOMICS	.98	8.82	9.80	5.31	11.24	16.94	.41
LAW	-	7.85	7.85	9.98	14.92	25.24	.34
MEDICINE	4.90	8.82	13.73	6.87	6.14	13.45	.43
CHEMISTRY & PHARMACY	1.96	6.86	8.82	3.73	2.03	5.86	.10
HUMANITIES	2.96	4.90	7.84	2.90	4.86	8.30	.54
ENGINEERING	10.82	2.94	11.77	10.40	6.12	17.09	.57
DENTISTRY	4.90	2.94	7.84	2.65	1.47	4.14	.02
VETERINARY	5.88	3.90	9.80	1.51	.35	1.97	.10
Total	43.15	56.85	100.00	48.00	49.39	100.00	2.61

[15] Second Student Census, USCG, 1963.

Among non-leaders, those from the Faculties of Economics, Law and Humanities were graduates mostly of public schools, and those in the Faculties of Agronomy, Architecture, Medicine, Chemistry, Engineering, Dentistry and Veterinary Medicine, of private schools. Among the non-leaders there were 151 (3.0%) who had been graduated in other countries.

In conclusion, the leaders as a group were mostly from public schools as compared to the non-leaders. While 57% of the leaders had graduated from public schools, 51% of the non-leaders fell in this category. For both groups the greatest percentage of students were from public schools.

2. Year of First Enrollment: There is an interesting phenomenon among the students of USCG inasmuch as they delay entrance to the University for several years following graduation from high school. From Tables 4.24 and 4.25 it can be observed that one year or more elapsed between the time of the students' graduation from high school and first enrollment at USCG. This was the case for 97% of the leaders and 82% of the non-leaders.

In Tables 4.24 and 4.25, the time of first enrollment is grouped in blocks of five years. From these tables it is seen that the great majority of the students had enrolled between the years of 1958 and 1962; of these, seventy-seven leaders (76%) and 2,867 non-leaders (50%)

TABLE 4.24

YEAR OF FIRST ENROLLMENT IN USCG: STUDENT LEADERS AND NON-LEADERS[16]

	Leaders' Entrance Year							Non-Leaders' Entrance Year						
Faculty	1963	1958-1962	1953-1957	1948-1952	1943-1947	1935-1942	1934-before	Total	1963	1958-1962	1953-1957	1948-1952	1943-1947	1935-1942	1934-before	Total
AGRONOMY	1	7	3					11	61	75	31	2			1	170
ARCHITECTURE	1	10	1					12	41	181	8					230
ECONOMICS		10						10	219	473	140	98	28	3	6	967
LAW		8						8	234	709	318	130	30	4	15	1440
MEDICINE		10	2	1	1			14	69	273	309	79	23	7	7	767
CHEMISTRY & PHARMACY		5	4					9	40	224	53	7			10	334
HUMANITIES		6	2					8	153	176	77	30	6	2	29	473
ENGINEERING		9	3					12	93	589	227	60	6			975
DENTISTRY		5	3					8	75	89	57	12	3			236
VETERINARY	1	7	2					10	29	78	5					112
Total	3	77	20	1	1			102	1014	2877	1225	418	96	16	68	5704

[16] Second Student Census, USCG, 1963.

TABLE 4.25

YEAR OF FIRST ENROLLMENT IN USCG: STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

	Leaders' Entrance Year							Non-Leaders' Entrance Year						
Faculty	1963	1958-1962	1953-1957	1948-1952	1943-1947	1935-1942	1934-before	Total	1963	1958-1962	1953-1957	1948-1952	1943-1947	1935-1942	1934-before	Total
AGRONOMY	.98	6.86	2.94					10.78	1.07	1.31	.54	.04			.02	2.98
ARCHITECTURE	.98	9.80	.98					11.77	.73	3.17	.14					4.03
ECONOMICS		9.80						9.80	3.84	8.29	2.45	1.73	.49	.05	.11	16.94
LAW		7.85						7.85	4.10	12.43	5.57	2.28	.53	.07	.26	25.24
MEDICINE		9.80	1.96	.98		.98		13.73	1.21	4.79	5.42	1.38	.40	.12	.12	13.45
CHEMISTRY & PHARMACY		4.90	3.92					8.82	.70	3.93	.93	.12			.18	5.86
HUMANITIES		5.88	1.96					7.84	2.68	3.09	1.36	.53	.11	.04	.51	8.30
ENGINEERING		8.83	2.94					11.77	1.63	10.33	3.98	1.05	.11			17.09
DENTISTRY		4.90	2.94					7.84	1.31	1.56	1.00	.21	.05			4.14
VETERINARY	.98	6.86	1.96					9.80	.51	1.37	.09					1.97
Total	2.94	75.51	19.59	.98		.98		100.00	17.78	50.26	21.48	7.34	1.68	.28	1.19	100.00

had enrolled for the first time during this five-year period. The period of 1953-57 included 20% of the leaders and 21% of the non-leaders. Of a total of 102 leaders, only three (3.0%) had enrolled immediately after graduation from high school, but among non-leaders, 1,014 or 18%. In the group which enrolled between 1948 and 1952, there were only two cases among the leaders and 7.0% among non-leaders. There was a small number of students who had enrolled prior to 1957, although there were some students who had enrolled as early as 1921 and had not as yet been graduated.

Upon analyzing the time of the first enrollment by Faculties, it was found that students of the Faculties of Economics, Law, Medicine, Chemistry and Humanities were among those who had enrolled prior to 1948 and who had not yet been graduated. Of the students who had enrolled before 1948, all, except one (from the Faculty of Medicine) were non-leaders. In Table 4.26 the average lapse of time between graduation from high school and first enrollment at the university is presented according to Faculties. From this table it can be seen that in all of the Faculties, except Engineering--where the students enrolled an average of less than one year after high school graduation--the average time elapsed before entrance to the university was more than one year.

The student leaders in the Faculties of Architecture, Law, and Humanities took an average of four or more years before enrollment in the university. The leaders in the Faculties of Economics, Medicine and Engineering followed a similar pattern. Evidently the time which elapses between graduation from high school and initial enrollment in USCG is prolonged, in spite of the fact that this period varies from Faculty to Faculty and from group to group. In general, it can be observed that the leaders tend to enter the university sooner than the non-leaders. The non-leaders require almost double the amount of time taken by the leaders. This fact can be observed in the Faculties of Agronomy, Economics, Humanities, and Dentistry, where non-leaders took twice the amount of time before enrolling. However, this is reversed among students in the Faculty of Architecture. In the Faculties of Medicine and Engineering the difference between the leaders and non-leaders regarding time elapsed before their first enrollment at USCG is considerable. The leaders in Medicine take an average of more than five years. In Engineering the same relationship exists. While the leaders take less than one year, the non-leaders require an average of more than four years. For the Faculties of Law, Chemistry and Veterinary Medicine the difference between the two groups is very slight.

TABLE 4.26

AVERAGE NUMBER OF YEARS ELAPSED SINCE GRADUATION FROM SECONDARY SCHOOL AND FIRST ENROLLMENT IN USCG[17]

Faculty	Leaders			Non-Leaders		
	Number of Students Enrolled	Aggregate Years Elapsed	Average Years Elapsed	Number of Students Enrolled	Aggregate Years Elapsed	Average Years Elapsed
AGRONOMY	11	13	1.18	170	444	2.61
ARCHITECTURE	12	51	4.25	230	567	2.46
ECONOMICS	10	28	2.80	967	4,023	4.16
LAW	8	37	4.63	1440	6,783	4.71
MEDICINE	14	22	1.57	767	4,894	5.06
CHEMISTRY & PHARMACY	9	23	2.55	334	934	2.79
HUMANITIES	8	45	5.00	473	1,668	3.10
ENGINEERING	12	11	.92	975	4,160	4.26
DENTISTRY	8	16	2.00	236	896	3.79
VETERINARY	10	16	1.60	112	238	1.95
Total	102	262	26.50	5704	24,607	34.89

[17] Second Student Census, USCG, 1963.

H. Student's Other Responsibilities

1. Students as Heads of Households: When the professors, students, and university administrators discuss student problems it is customary to hear them comment that the students marry young and have to assume family responsibilities very early in life. However, from the information gathered from this study, it was found that only about one-third of the students were married or were heads of households. Details by Faculty of the leaders and non-leaders as heads of families are presented in Tables 4.27 and 4.28. Table 4.29 contains information about the number of children which had been born to those students reported to be married. The aggregate number of children was divided into twelve categories, ranging from "no children" to "ten children or more." From these tables the following observation was made: of a total of 5,806 students, some 3,789 (67%) were not heads of households and had no financial obligations other than their own personal expenses. It was only in the Faculty of Economics that there was a majority of students who were heads of families, both in the leader and non-leader groups. For the remaining Faculties, the heads of households were in the minority, with the exception of the Faculty of Humanities where the group of leaders was evenly divided between married and single students, with four in each category.

TABLE 4.27

STUDENT LEADERS AND NON-LEADERS AS HEADS OF HOUSEHOLDS[18]

	Leaders			Non-Leaders		
Faculty	Yes	No	Total	Yes	No	Total
AGRONOMY	4	7	11	33	137	170
ARCHITECTURE	4	8	12	41	189	230
ECONOMICS	7	3	10	556	411	967
LAW	3	5	8	625	815	1440
MEDICINE	3	11	14	227	540	767
CHEMISTRY & PHARMACY	1	8	9	42	292	334
HUMANITIES	4	4	8	176	297	473
ENGINEERING	4	8	12	230	745	975
DENTISTRY	2	6	8	38	198	236
VETERINARY	1	9	10	16	96	112
Total	33	69	102	1984	3720	5704

[18] Second Student Census, USCG, 1963.

TABLE 4.28

STUDENT LEADERS AND NON-LEADERS AS HEADS OF HOUSEHOLDS (IN PERCENT)

	Leaders			Non-Leaders		
Faculty	Yes	No	Total	Yes	No	Total
AGRONOMY	3.92	6.86	10.78	.57	2.41	2.98
ARCHITECTURE	3.92	7.85	11.77	.72	3.31	4.03
ECONOMICS	6.86	2.94	9.80	9.75	7.21	16.94
LAW	2.94	4.91	7.85	10.96	14.28	25.24
MEDICINE	2.94	10.78	13.72	3.98	9.47	13.45
CHEMISTRY & PHARMACY	.98	7.85	8.83	.74	5.12	5.86
HUMANITIES	3.92	3.92	7.84	3.09	5.21	8.30
ENGINEERING	3.92	7.85	11.77	4.03	13.06	17.09
DENTISTRY	1.96	5.88	7.84	.67	3.47	4.14
VETERINARY	.98	8.82	9.80	.28	1.68	1.96
Total	32.94	67.06	100.00	34.78	65.22	100.00

TABLE 4.29

NUMBER OF CHILDREN OF STUDENT LEADERS AND NON-LEADERS[19]

# of Children	Leader # of Children	Non-Leader # of Children
None	72	3537
1	4	375
2	7	516
3	8	494
4	3	333
5	5	243
6	2	121
7	-	56
8	1	16
9	-	6
10	-	5
More than 10	-	2
Total	102	5704

[19] Second Student Census, USCG, 1963.

TABLE 4.30

NUMBER OF CHILDREN OF STUDENT LEADERS AND NON-LEADERS (IN PERCENT)

Children	Leader # of Children	Non-Leader # of Children
None	70.60	62.00
1	3.92	6.57
2	6.86	9.05
3	7.84	8.66
4	2.94	5.84
5	4.90	4.26
6	1.96	2.12
7	----	.98
8	.98	.28
9	----	.11
10	----	.09
More than 10	----	.04
Total	100.00	100.00

Among leaders, 33% were heads of households and 67% were single. It was only in the Faculty of Economics that there were three times more heads of households than single students.

Among the non-leaders, 35% were heads of households and 65% were not. Thus, it can be concluded that the student body was composed essentially of young people who were not heads of families.

With respect to family responsibilities, according to the number of children in the marriage, it was found that among those who reported having children, one-fourth had from one to three children, 12% from four to six children, and only 1.0%, seven or more children. There were 3.609 (62%) with no children.

Among the leaders, 71% had no children, 19% had from one to three children, 10% from four to six; there was one case of a student with eight children.

Among non-leaders, 62% had no children, 25% had from one to three children, 12% from four to six, and 1.0% had seven or more children.

Upon comparing the groups, it was found that the leaders tended to have fewer children than non-leaders.

2. Work: It is very common for the Latin American university student to be employed part-time in work that frequently has little or no relationship to his studies, but which represents a source of income with

which to cover personal expenses and in some cases family obligations during his years of university study. Among the Guatemalan students this is a common practice.

Since a large proportion of the university students work and are only part-time students, it is necessary for the universities to adjust their academic programs to the needs and realities of the students. As a consequence, the university programs are also part-time and even the universities teachers and administrative staff work part-time at the university and dedicate the rest of their time to outside employment.

For many students work is more important than the successful conclusion of university studies. The practice of working and studying at the same time makes it impossible for the students to finish their studies within the stipulated time. The time required for the degree is, in fact, almost doubled, as will be discussed in chapter six.

However, the fact that the students are essentially workers and not students has also been somewhat exaggerated. For example, of the 5,806 enrolled students, it was found that some 2,442 (43%) did not work. Forty-three percent is a considerable nucleus with which it would be possible to develop full-time programs at USCG. As can be deduced from Tables 4.31 and 4.32--with the exceptions of the Faculties of Medicine, Dentistry, and

TABLE 4.31

STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING THE UNIVERSITY[20]

Faculty	Leaders			Non-Leaders		
	Yes	No	Total	Yes	No	Total
AGRONOMY	6	5	11	72	98	170
ARCHITECTURE	12	-	12	118	112	230
ECONOMICS	9	1	10	812	155	967
LAW	7	1	8	984	456	1440
MEDICINE	3	11	14	316	451	767
CHEMISTRY & PHARMACY	3	6	9	95	239	334
HUMANITIES	7	1	8	373	100	473
ENGINEERING	6	6	12	482	493	975
DENTISTRY	1	7	8	29	207	236
VETERINARY MEDICINE	3	7	10	26	86	112
Total	57	45	102	3306	2397	5704

[20] Second Student Census, USCG, 1963.

TABLE 4.32

STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING THE UNIVERSITY
(IN PERCENT)

Faculty	Yes	No	Total	Yes	No	Total
AGRONOMY	5.88	4.90	10.78	1.26	1.72	2.98
ARCHITECTURE	11.77	----	11.77	2.07	1.96	4.03
ECONOMICS	8.82	.98	9.80	14.24	2.72	16.94
LAW	6.87	.98	7.85	17.25	7.99	25.24
MEDICINE	2.94	10.79	13.73	5.54	7.91	13.45
CHEMISTRY & PHARMACY	2.94	5.88	8.82	1.67	4.19	5.86
HUMANITIES	6.86	.98	7.84	6.54	1.76	8.30
ENGINEERING	5.88	5.89	11.77	8.45	8.64	17.09
DENTISTRY	.98	6.86	7.84	.51	3.63	4.14
VETERINARY MEDICINE	2.94	6.86	9.80	.46	1.51	1.97
Total	55.86	44.14	100.00	57.96	42.04	100.00

Veterinary Medicine where the students did not work due to the nature of their course work requiring laboratory sessions at which they had to be present--56% of the leaders and 58% of the non-leaders were employed.

There seems to be no appreciable difference between the leaders and the non-leaders with respect to holding outside jobs.

3. Number of hours worked per week: Tables 4.33 and 4.34 offer in detail the number of hours per week that the subjects worked. The aggregate number of hours worked was divided into nine categories, ranging from one hour per week to ninety-nine hours per week. Also, there was a category included for those not employed. From this table it can be gleaned that the great majority of the working student body spent twenty-five hours or more per week at their jobs. Clearly, these may be classified as full-time employees who pursue their university studies part-time. Among the 3279 students who worked, 2,814 or 89.56% were employed for twenty-five or more hours per week and 465 or 10.44% worked less than twenty-four hours per week. For the 43% who do not work USCG does not provide adequate programs to enable them to take full advantage of their studies, but rather they are obliged to follow essentially the same rate of progress as their working companions.

TABLE 4.33

NUMBER OF HOURS PER WEEK OF THE STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING USCG[21]

	Leaders										Non-Leaders									
Faculty	01-08	09-16	17-24	25-32	33-40	41-48	49-60	61-99	Not Employed	Total	01-08	09-16	17-24	25-32	33-40	41-48	49-60	61-99	Not Employed	Total
AGRONOMY	1	1		3	1		1		5	11	1		13	19	7	24	3	2	101	170
ARCHITECTURE			2	7	1	2				12	1	7	22	33	23	26	3	3	112	230
ECONOMICS					4	4	1		1	10	1	3	31	23	271	449	28	5	156	967
LAW				2	1	4			1	8	8	33	66	112	172	543	36	8	462	1440
MEDICINE	1	1	1						11	14	14	46	39	23	28	42	26	89	460	767
CHEMISTRY & PHARMACY	1	1		1					6	9	4	12	17	13	19	25	4	1	239	334
HUMANITIES					2	5			1	8	10	18	43	95	110	76	16	4	101	473
ENGINEERING				6					6	12	5	34	40	260	61	61	12	3	499	975
DENTISTRY		1							7	8	8	2	8	5	3	3	6		209	236
VETERINARY	1	1	1						7	10		9	7	4			5	1	86	112
Total	4	5	4	19	9	15	1		45	102	46	170	283	585	694	1257	129	115	2425	5704

[21] Second School Census, USCG, 1963.

TABLE 4.34

NUMBER OF HOURS PER WEEK OF THE STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING USCG
(IN PERCENT)

	Leaders										Non-Leaders									
Fac.	01-08	09-16	17-24	25-32	33-40	41-48	49-60	61-99	Not Emp.	Total	01-08	09-16	17-24	25-32	33-40	41-48	49-60	61-99	Not Emp.	Total
AGRON.	.98	.98		2.94	.98				4.90	10.78	.02		.23	.33	.12	.42	.05	.04	1.77	2.98
ARCHI.			1.96	6.87	.98	1.96				11.77	.02	.12	.39	.58	.40	.46	.05	.05	1.99	4.03
ECON.					3.92	3.92	.98		.98	9.80	.02	.05	.54	.40	4.75	7.87	.49	.09	2.73	16.94
LAW				1.96	.98	3.92			.98	7.85	.14	.58	1.66	1.96	3.02	9.52	.63	.14	8.10	25.24
MEDIC.	.98	.98	.98						10.79	13.73	.25	.81	.68	.40	.49	.74	.45	1.56	8.06	13.45
CHEM.& PHAR.	.98	.98		.98					5.88	8.82	.07	.21	.30	.23	.33	.44	.07	.98	4.19	5.86
HUM.					1.96	4.90			.98	7.84	.18	.32	.75	1.67	1.93	1.33	.28	.04	1.71	8.30
ENGIN.				5.89					5.88	11.77	.08	.60	.70	4.56	1.07	1.07	.21	.05	8.75	17.09
DENTIS.		.98							6.86	7.84	.04	.14	.09	.05	.05	.11			3.66	4.14
VET.	.98	.98	.98						6.86	9.80		.16	.12	.07		.09	.02		1.51	1.97
Total	3.92	4.90	3.92	18.64	8.62	14.71	.98		44.13	100.00	.81	2.98	4.96	10.26	12.13	22.04	2.26	2.02	42.51	100.00

4. Monthly Incomes: Despite the long hours which many students work, their income remains relatively low. However, the truth is that salaries throughout all the nation are low, considering the high cost of living.

Tables 4.35 and 4.36 present data on the income received by the students who work. Total income was classified in twenty-four categories by frequencies of $25 up to the first $299, and then by frequencies of $50 to $499, and by $100 from $499 to $1,000. From the data on Tables 4.35 and 4.36 it can be seen that the majority (modal group) of the students who worked earned from $50 to $124 per month. A total of 1,407 (24%) fell in this category. Some 907 cases (16%) had incomes ranging from $125 to $199, 434 (7.0%) from $200 to $299; 251 (4.0%) earned $49 or less; and 366 (6.0%) were receiving $300 or more. In the Faculties of Chemistry, Medicine, Engineering and Veterinary Medicine there were cases of students reported with monthly incomes of from $400 to $500, and in Economics, Law, and Architecture there were some with incomes above $700. In Table 4.37, mean monthly income by Faculty is given for all re-enrolled students in 1963. The mean income for all students was calculated to be $153.64 with a range among Faculties of $89.88 to $231.33. In general, the income in Faculties in which the majority of students work is higher than in Faculties in which few students work.

TABLE 4.35

MONTHLY INCOME OF STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING THE UNIVERSITY

Faculty	Less than 25	25-49	50-74	75-99	100-124	125-149	150-174	175-199	200-224	225-249	250-274	275-299	300-349	350-399
LEADERS														
AGRONOMY			2		2	1				1				
ARCHITECTURE			2	2	1	1	2		3	1				
ECONOMICS				1		1		2			1	1	1	1
LAW				2	3		1				1			
MEDICINE		2			1									
CHEMISTRY & PHARMACY	1		1		1									
HUMANITIES		1		1	3				1					1
ENGINEERING				1	3			1					1	
DENTISTRY					1									
VETERINARY		1		1										
Total	1	3	5	8	15	3	3	3	4	2	2	1	2	2
NON-LEADERS														
AGRONOMY	2	11	5	8	9	2	12	3	9	1			4	3
ARCHITECTURE	2	16	21	15	22	4	16	5	5	1	4		2	1
ECONOMICS		13	42	67	87	67	102	53	79	34	46	11	66	54
LAW	10	66	122	108	195	98	190	57	37	24	20	7	25	7
MEDICINE	14	32	30	40	127	20	20	5	10	7	6		4	
CHEMISTRY & PHARMACY	2	15	13	9	18	8	5	5	10	1	2		5	1
HUMANITIES		15	38	38	79	29	44	33	30	15	15	4	18	7
ENGINEERING	11	31	60	59	129	41	52	15	24	8	14	1	9	16
DENTISTRY		1	6	7	9	1	4						1	
VETERINARY	6	9	3	4	2	1								
Total	41	206	346	354	679	272	446	176	204	91	107	23	134	89

TABLE 4.35 (Continued)

MONTHLY INCOME OF STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING THE UNIVERSITY[22]

Faculty	400-449	450-499	500-599	600-699	700-799	800-899	900-999	1000-more	Unclassified	Not Working	Total
LEADERS											
AGRONOMY										5	11
ARCHITECTURE											12
ECONOMICS										2	10
LAW										1	8
MEDICINE										11	14
CHEMISTRY & PHARMACY										6	9
HUMANITIES										2	8
ENGINEERING										6	12
DENTISTRY										7	8
VETERINARY										8	10
Total										48	102
NON-LEADERS											
AGRONOMY	2	1								98	170
ARCHITECTURE		2		1				1		112	230
ECONOMICS	44	10	20	9	4	1	1	2	1	154	967
LAW	8	1	4	2	1				2	456	1440
MEDICINE	1									451	766
CHEMISTRY & PHARMACY			1							239	334
HUMANITIES	1	1	6	1						99	473
ENGINEERING	16	6	1	1						493	975
DENTISTRY										207	236
VETERINARY			1	1						85	112
Total	62	19	33	15	5	1	1	3	3	2394	5704

[22] Second Student Census, USCG, 1963.

TABLE 4.36

MONTHLY INCOME OF STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING THE UNIVERSITY
(IN PERCENT)

Faculty	Less than 25	25-49	50-74	75-99	100-124	125-149	150-174	175-199	200-224	225-249	250-274	275-299	300-349	350-399
LEADERS														
AGRONOMY			1.96		1.96	.98				.98				
ARCHITECTURE			1.96	1.96	.98	.98	1.96		2.94	.98				
ECONOMICS				.98		.98		1.96			.98	.98	.98	.98
LAW				1.96	2.94		.98				.98			
MEDICINE		1.96			.98									
CHEMISTRY & PHARMACY	.98		.98		.98									
HUMANITIES				.98	2.94				.98					.98
ENGINEERING				.98	2.94			.98					.98	
DENTISTRY					.98									
VETERINARY		.98		.98										
Total	.98	2.94	4.90	7.84	14.71	2.94	2.94	2.94	3.92	1.96	1.96	1.96	1.96	1.96
NON-LEADERS														
AGRONOMY	.04	.19	.09	.14	.16	.04	.21	.05	.16	.02			.07	.05
ARCHITECTURE	.04	.28	.37	.26	.39	.07	.28	.09	.09	.02	.07		.04	.01
ECONOMICS		.23	.74	1.17	1.53	1.17	1.79	.93	1.38	.58	.81	.19	.16	.95
LAW	.18	1.16	2.14	1.89	3.41	1.72	3.33	.99	.65	.42	.30	.12	.44	.12
MEDICINE	.25	.56	.53	.70	2.23	.35	.35	.09	.18	.12	.11		.07	
CHEMISTRY & PHARMACY	.04	.26	.23	.16	.32	.14	.09	.09	.18	.02	.04		.09	.02
HUMANITIES		.26	.67	.67	1.38	.51	.77	.58	.53	.26	.26	.07	.52	.12
ENGINEERING	.19	.54	1.05	1.03	2.26	.72	.91	.26	.42	.14	.25	.02	.16	.28
DENTISTRY		.98	.11	.12	.16	.02	.07						.02	
VETERINARY		.11	.16	.05	.07	.04	.02							
Total	.72	3.61	6.07	6.21	11.90	4.77	7.82	3.09	3.58	1.60	1.88	.40	2.35	1.56

TABLE 4.36 (Continued)

MONTHLY INCOME OF STUDENT LEADERS AND NON-LEADERS WHO WORKED WHILE ATTENDING THE UNIVERSITY (IN PERCENT)

Faculty	400-449	450-499	500-599	600-699	700-799	800-899	900-999	1000-more	Unclassified	Not Working	Total
LEADERS											
AGRONOMY										4.90	10.78
ARCHITECTURE											11.76
ECONOMICS										1.96	9.80
LAW										.98	7.84
MEDICINE										10.78	13.72
CHEMISTRY & PHARMACY										5.88	8.82
HUMANITIES										1.96	7.84
ENGINEERING										5.88	11.76
DENTISTRY										6.86	7.84
VETERINARY										7.84	9.80
Total										47.57	99.96
NON-LEADERS											
AGRONOMY	.04	.02								1.72	2.98
ARCHITECTURE		.04		.01				.01		1.96	4.03
ECONOMICS	.77	.18	.35	.16	.07	.02	.02	.04	.02	2.70	16.96
LAW	.14	.02	.07	.04	.02				.04	7.99	25.24
MEDICINE	.02										13.45
CHEMISTRY & PHARMACY			.02							7.91	5.86
HUMANITIES	.02	.11	.02							1.74	8.30
ENGINEERING	.11	.07	.02	.02						8.64	17.09
DENTISTRY										3.63	4.14
VETERINARY			.02	.02						1.49	1.97
Total	1.09	.33	.58	.26	.09	.02	.02	.05	.05	41.97	100.00

TABLE 4.37

AVERAGE MONTHLY INCOME OF WORKING STUDENTS AT USCG, 1963

Comp. Index	Faculty	# of Students	# of Working Students	% of Working Students	Monthly Income	Total Monthly Income
2.05	AGRONOMY	118	63	53.39	$153.35	$ 9661.00
1.67	ARCHITECTURE	200	115	57.50	130.47	15004.00
2.79	ECONOMICS	752	685	91.09	231.33	158462.00
2.49	LAW	1207	893	73.98	137.00	122338.00
1.53	MEDICINE	706	316	44.76	107.08	33838.00
2.00	CHEMISTRY AND PHARMACY	293	91	31.06	125.56	11426.00
2.35	HUMANITIES	307	262	85.34	166.64	43659.00
2.74	ENGINEERING	894	478	53.47	132.12	63151.00
1.99	DENTISTRY	169	29	17.16	101.52	2944.00
1.11	VETERINARY MEDICINE	92	24	26.09	89.88	2157.00
2.55	ECONOMICS (Q)	73	65	89.04	140.31	9120.00
2.16	LAW (Q)	157	114	72.61	107.32	12234.00
1.63	HUMANITIES (Q)	37	35	94.59	132.49	4637.00
1.37	RURAL SOCIAL WORK (Q)	41	28	68.29	96.96	2715.00
1.17	Total	5046	3198	63.38	153.64	$491346.00

In conclusion, there does not seem to be an appreciable difference between the incomes received by the leaders and the non-leaders, although it was in the group of non-leaders that the instances of incomes greater than $400 were registered, while among the leaders the highest income bracket represented was that of $300 per month.

SUMMARY

For both population groups the subjects were largely of the male sex. In the Faculties of Humanities and Chemistry and Pharmacy the proportion of female students was comparable to that of male students. In the remaining Faculties the male sex was overwhelmingly predominant.

Ages of subjects range from twenty-one to thirty years for both population groups. Those younger than twenty-one or older than thirty-one represented small percentages. The leaders, as a group, were younger than the non-leaders. Among leaders, the oldest age registered was that of thirty-nine years, while among the non-leaders, sixty years.

Single students outnumbered married students. Sixty-seven percent of the subjects were not married. A greater percentage of leaders than non-leaders were single.

A great majority of the students came from families with one to five members. Fifty-eight percent of the total fell within this category. Sixty-three percent of the leaders were from families with one to five members, while the corresponding percentage for the non-leaders was 56%. In general, the families of the students surveyed were comparatively small.

Among the families the positions such as professionals, technicians, directors, managers and administrators were those which predominated. In this category the leaders had a greater percentage than non-leaders. The average monthly income for all the families was higher than $300. However, the families of the leaders earned more than those of the non-leaders. While the families of the leaders reported an average monthly income of $409 those of the non-leaders reported an average of $336 per month.

The educational level of the parents indicated that the fathers were in general better educated than the mothers. Also, it was seen that the parents of the leaders tend to be better educated than those of the non-leaders.

Upon analyzing the secondary schools from which the students came it was found that 51% of them had graduated from public schools, 46% from private schools, and the remaining 3.0% from schools in other countries. Fifty-seven percent of the leaders were from public

schools, as opposed to 51% of the non-leaders. The average time that elapsed between graduation from high school and first enrollment at USCG was about two years (see Table 4.25) for the entire population group, notwithstanding the fact that this time varied greatly from Faculty to Faculty. It was observed, however, that the leaders entered college sooner than the non-leaders.

Only 33% of the subjects were heads of households. Among the heads of households, 25% had three children or less. The leaders tend to have fewer children than non-leaders. Seventy-one percent of the married leaders had no children and nineteen percent had from one to three children. The corresponding percentages among the non-leaders were 62% with no children and 25% with three or less.

Fifty-seven percent of all students held jobs while they were studying. Of these, 48% worked twenty-five hours or more per week, and their average monthly incomes were about $150. Thus, the working hours were relatively long, while the income received was comparatively low, especially when the high cost of living in Guatemala is taken into consideration. There was not a marked difference between the leaders and non-leaders with respect to jobs, hours worked and salaries earned. However, the non-leaders monopolized the income brackets of $400. or more per month.

CHAPTER 5

ACADEMIC PROGRESS OF LEADERS AND NON-LEADERS

One problem which will require great attention from the directors of the University of San Carlos of Guatemala is student academic achievement. That is to say, the amount of time which students invest in order to complete academic programs.

It was pointed out in Chapter 4 that there were students enrolled in 1963 at USCG who were first enrolled in the University in the 1920's, 1930's and 1940's. An institution which has limited economic and material resources, as does USCG, cannot afford to keep students who vegetate year after year without completing their chosen field of study. The space which they take up in the University could be used by others who sincerely desire an opportunity to pursue a higher education.

Academic progress was computed in this study by relating (a) the number of calendar years the student invests to complete successfully, and (b) the number of academic years of study required by his program. Data were available for each re-enrolled student. Students

enrolled for the first time were excluded since they had not as yet acquired a history of academic achievement.

Data were examined for three groups, namely:

a) all students re-enrolled in 1963;

b) re-enrolled students who had completed all required courses prior to 1963, and who were enrolled in 1963 for thesis, these students are called "pasantes"; and

c) re-enrolled students excluding "pasantes".

Data are reproduced for each of these groups in tables 5.1, 5.2, and 5.3.

A. Student Academic Achievement

1. Mean Academic Achievement of All Re-Enrolled Students: In Tables 5.1 and 5.3, the mean academic achievement of re-enrolled students is given according to Faculty. The relationship between the number of years completed and the time elapsed since first enrollment is also given. Using these two variables, the average number of academic years completed was calculated. As can be seen in Table 5.1, the average number of academic years completed by all re-enrolled students was 2.44. The time elapsed from the date of their first enrollment averaged 5.42 years, which, when divided by the number of courses completed, gives an average of less than one academic year, or about .46 year.

The rate of academic achievement varied significantly by Faculties. In Economics, Humanities, and Engineering, for example, students successfully completed only about one-third of required study. In the Faculties of Agronomy, Architecture, Pharmacy, and Dentistry, for each academic year of course work completed by the students, two years of effort were required. Only in the Faculty of Veterinary Medicine did the ratio of (a) calendar years enrolled, and (b) academic years completed approach 1.0. Hence, only Veterinary Medicine may be seen to resemble a full-time faculty.

TABLE 5.1

MEAN ACADEMIC ACHIEVEMENT BY FACULTY:
ALL RE-ENROLLED STUDENTS USCG, 1963[1]

Faculty	A Years of Course Work Completed	B Years Elapsed Since First Enrollment	C = A/B % of Courses Completed Each Year
AGRONOMY	2.02	4.14	0.48
ARCHITECTURE	1.84	3.09	0.59
ECONOMICS	1.93	5.41	0.35
LAW	2.31	5.74	0.40
MEDICINE	3.15	7.04	0.45
CHEMISTRY & PHARMACY	1.68	3.37	0.50
HUMANITIES	2.36	7.18	0.33
ENGINEERING	1.72	4.72	0.36
DENTISTRY	2.77	5.53	0.50
VETERINARY	2.69	2.99	0.90
Total	2.44	5.42	0.46

[1] Second Student Census, USCG, 1963.

2. Mean Academic Achievement of "Pasantes": When "pasantes" were examined separately, the data offered interesting and revealing details. These[2] are the students who had finished their required courses of studies, but who had not yet completed the public examination on their theses. In other words, these are the students who are likely to be graduated. Their rate of academic progress more clearly describes the actual rate of achievement to be expected of the successful student at USCG. The data are given in Table 5.2.

"Pasantes" progressed at an average rate of .64%, that is to say, the "pasante" completed nearly two-thirds of his academic courses each year enrolled. Clearly, among those students who successfully complete required courses of study, less average time was invested in pursuing academic work than the average of other students. In each Faculty, therefore, there would appear to be a small group of successful full-time students who enroll, pass their required courses, and present themselves for final examination within less than twice the number of years required by their curricula. Exceptions were found in two relatively new faculties; in Veterinary Medicine which had not produced a "pasante" as yet, and in Architecture, whose students were chiefly transfers from Engineering.

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[2] "Pasantes" are the 442 students at the University of San Carlos of Guatemala who have passed all their course work and have only to present public examinations, thesis, etc., in order to receive their degrees.

TABLE 5.2

MEAN ACADEMIC ACHIEVEMENT BY FACULTY:
"PASANTES" ONLY USCG, 1963[3]

Faculty	A Years of Course Work Completed	B Years Elapsed Since First Enrollment	C = A/B % of Courses Completed Each Year	D = B/A Years Invested To Complete Each Academic Year of Study
AGRONOMY	6.00	8.57	0.73	1.4
ARCHITECTURE	6.00	5.00	1.20	0.8
ECONOMICS	6.00	12.65	0.52	2.1
LAW	6.00	11.35	0.62	1.9
MEDICINE	8.00	10.19	0.86	1.3
CHEMISTRY & PHARMACY	5.83	7.13	0.85	1.2
HUMANITIES	4.44	9.25	0.48	2.1
ENGINEERING	6.00	9.98	0.63	1.7
DENTISTRY	6.00	9.73	0.66	1.6
VETERINARY	----	----	----	---
Total	6.62	10.28	0.64	1.6

[3] Second Student Census, USCG, 1963.

3. Mean Academic Achievement of Re-Enrolled Students Excluding "Pasantes":

When "pasantes" were excluded from the analysis, the average rates of academic achievement declined further. The average student completed only 41% of required study in an academic year. In some Faculties, students invest three or more years to complete one academic year of study. These data are given in Table 5.3.

TABLE 5.3

MEAN ACADEMIC ACHIEVEMENT BY FACULTY: RE-ENROLLED STUDENTS EXCLUDING "PASANTES", USCG, 1963[4]

Faculty	A Years of Course Work Completed	B Years Elapsed Since First Enrollment	C = A/B % of Courses Completed Each Year
AGRONOMY	1.49	3.55	0.42
ARCHITECTURE	1.82	3.08	0.60
ECONOMICS	1.65	4.90	0.34
LAW	2.08	5.41	0.38
MEDICINE	3.43	5.97	0.57
CHEMISTRY & PHARMACY	1.33	3.05	0.43
HUMANITIES	1.93	6.76	0.29
ENGINEERING	1.52	4.48	0.34
DENTISTRY	2.46	5.12	0.48
VETERINARY	2.69	2.99	0.90
Total	2.01	4.92	0.41

[4] Second Student Census, USCG, 1963.

In summary, it is clear that USCG students do not progress academically at rates suitable to produce a large number of graduates. Those who do complete required work invest nearly 60% more time than actually required by their academic programs. Most students proceed, however, at even slower rates. The one exception is that of Veterinary Medicine which--although a new Faculty--demonstrates a rate of student progress that may be expected of full-time students. Were USCG to emulate this Faculty in other fields, similar results might be obtained, and the overall rate of University productivity materially improved.

B. Students Graduated or Incorporated by USCG

1. Graduated and Incorporated Students: As anticipated from the study of academic progress, the number of students graduated by USCG is small. Actually, the University claims two types of "graduates": (a) those who successfully complete all degree requirements at the University, and (b) those who successfully completed degrees elsewhere, but whose degrees are "incorporated" by the University. The act of "incorporation" permits the person to become a member of a Faculty, but it does not reflect upon the productivity of the University's programs or upon student progress.

During the period 1949 to 1963, the University produced 1,705 graduates in all fields. This represented about 3% of its aggregate enrollment (54.857) during the same period. An additional 160 degrees earned elsewhere were incorporated. The number of graduates is given by Faculty in Table 5.4.

Only one USCG Faculty graduated as much as 10% of its enrollment, the new Faculty of Veterinary Medicine. At present rates of student progress, it may reasonably be expected to increase the proportion of graduates significantly.

In other faculties, rates of graduation are low, particularly in the fields of economics, (1.2%), engineering (2.8%) and law (2.8%). The most productive Faculty is Medicine (5.7%), with 633 of the University's total of 1,865 graduates. However, 114 of these "graduates" were mid-wives; 492 were doctors of medicine.

Clearly, the USCG is underproductive of graduates in all fields, but particularly those most closely related to national development needs: school teachers, economists, business administrators, lawyers and engineers.

TABLE 5.4

GRADUATED BY USCG, 1949-1962

Faculty	Enrollment	GRADUATED USCG	GRADUATED Incorporated	GRADUATED Total	Total % Graduated	% USCG	% Incorporated
AGRONOMY (1950-62)	1,251	16	14	30	2.4	53.40	46.60
ARCHITECTURE (1959-62)	860	--	19	19	2.2		100.00
ECONOMICS	8,832	99	5	104	1.2	95.20	4.80
LAW	14,027	393	5	398	2.8	98.75	1.25
MEDICINE	10,639	611	22	633	5.7	96.53	3.47
CHEMISTRY & PHARMACY	2,707	140	6	146	5.4	95.90	4.10
HUMANITIES	4,851	163	19	182	3.8	89.57	10.43
ENGINEERING	9,271	211	49	260	2.8	81.16	18.84
DENTISTRY	1,995	69	--	69	3.5	100.00	
VETERINARY MEDICINE	424	3	21	24	3.4	12.50	87.50
Total	54,855	1,705	160	1,866	3.39	91.43	8.57

TABLE 5.4 (Continued)

GRADUATED BY USCG, 1949-1962

Faculty	USCG GRADUATED Academic Degrees	USCG GRADUATED Professional Titles	INCORPORATED Academic Degrees	INCORPORATED Professional Titles
AGRONOMY		Agricultural Engineers (12) Agronomists (4)	"Licenciaturas" (5)	Agricultural Engineers (3) Agronomists (8) Entomologist (1) Horticulturist (1) Zootechnist (1)
ARCHITECTURE				Architect (17), Architect Engineer (1) Urbanist (1)
ECONOMICS		Economists (39) Public Accountants (34) Economists, Public Accountants & Auditors (26)	"Licenciaturas" (1)	Economist (2) Public Accountants (1) Public Acc. & Auditors (1) Business Administrators (1)
LAW	"Licenciaturas" (8)	Lawyers (1) Attorney at Law (392)		Lawyer (1) Attorney at Law (4)
MEDICINE		Medicine Doctors (492) Midwife (114)		Doctors & Surgeons (22)
CHEMISTRY & PHARMACY		Chemist in Biology (31) Engineering Chemists (40) Pharmaceutical Chemist (73)		Pharmaceutical Chemist (4) Botonist (1) Chemist Engineer (1)
HUMANITIES	"Licenciaturas" (45) M.A. Spanish (1)	Teachers in Sec. Ed. (42) Journalists (59) Librarian (1) Asst. Librarian (3) Supervisors (17)	Doctorates (7) M.A. in Ed. (1) "Licenciatura" (3)	Sec. Sch. Teacher (1) Journalist (1) Librarian (4) Psychologist (1) Historian (1)
ENGINEERING		Civil Engineers (211)		Civil Engineers (40) Electrical Engineer (2) Geology Engineer (3) Mechanical Engineer (2) Mines Engineer (1) Physical Engineer (1)
DENTISTRY		Dentists (69)		
VETERINARY		Veterinary & Zootechnists (3)		Veterinary (9) Veterinary & Zootechnitian (10) Zootechnitian (2)
Total	"Licenciaturas" (53) M.A. Spanish (1)	Other titles awarded by USCG (21)		

C. Academic Achievement of the Student Leaders and Non-Leaders

1. Number of Courses Completed: In Tables 5.5 and 5.6 the frequency and percentage distribution of courses completed by student leaders and non-leaders is presented by Faculty. The data are presented for three groups: Those who have completed no courses (0); those who have completed all required courses ("pasantes"); and those who have completed from one to sixty courses. From the available data it was found that the majority of both leaders and non-leaders, that is, 3,178 (56%) of the total population (56%), had completed ten or fewer courses; 16% had completed from eleven to twenty courses; 12% from twenty-one to thirty courses; and 8.0% had completed thirty-one courses or more. There were 442 "pasantes", or approximately 8% of the total. If we consider that "freshmen" numbered 1,017 for the year 1963 (excluding the students at Quezaltenango and auditors) out of a total population of 5,806, and that 3,178 subjects had completed less than ten courses, this implies that 2,161 (38% of the total) should theoretically have been more advanced in their studies than they actually were.

With respect to individual faculties, it was found that in Agronomy, Architecture, Economics, Chemistry, and Veterinary Medicine, less than 1.0% of the students had completed twenty-one courses or more. In

Humanities 2.0% of the students fell within this category, and in Law and Medicine 5.0% of the students enrolled had completed twenty-one courses or more.

In comparing leaders and non-leaders, it was found that the leaders as a group had completed more courses than the non-leaders; but, on the other hand, it was discovered that the leaders had been attending the university for a longer time. Table 5.5 indicates that 56% of the non-leaders had completed less than ten courses, as compared to 20% of the leaders. On the contrary, 56% of the leaders had completed nineteen to thirty courses, and 25% had completed thirty or more courses, as compared to 28% and 8.0% of the non-leaders, respectively. The leaders were at a clear advantage with respect to completed course work. In the group of "pasantes" the non-leaders were in the majority, there being only one "pasante" leader.

2. Proportion of Academic Years Completed: In Table 5.7 we present the level of achievement of the leaders versus the non-leaders. Therein the following data are presented: 1) Number of courses required; this refers to the program of studies which the subject must follow to obtain the degree and which offers little or no choice of electives. Also the number of courses required and the time needed to complete studies vary from Faculty to Faculty as can be seen in the table; 2) The number of semesters; and 3) The

TABLE 5.5

NUMBER OF COURSES COMPLETED BY STUDENT LEADERS AND NON-LEADERS[5]

	Courses Approved by Leaders									Courses Approved by Non-Leaders								
Faculty	0	01-10	11-20	21-30	31-40	41-50	51-60	"Pasante"	Total	0	01-10	11-20	21-30	31-40	41-50	51-60	"Pasante"	Total
AGRONOMY	2	-	-	5	2	2	-	-	11	71	45	8	15	8	4	5	14	170
ARCHITECTURE	1	-	4	2	3	2	-	-	12	47	91	44	22	18	7	-	1	230
ECONOMICS	-	3	6	1	-	-	-	-	10	267	441	162	48	-	-	-	49	967
LAW	-	1	2	4	1	-	-	-	8	289	500	305	190	87	-	-	69	1440
MEDICINE	1	1	4	5	3	-	-	-	14	75	69	165	174	104	1	-	179	767
CHEMISTRY & PHARMACY	2	2	3	2	-	-	-	-	9	92	148	33	20	18	-	-	23	334
HUMANITIES	-	-	4	2	1	-	-	1	8	189	73	55	45	45	15	-	51	473
ENGINEERING	-	3	2	3	3	-	1	-	12	123	452	131	104	68	35	22	40	975
DENTISTRY	-	2	-	1	3	2	-	-	8	81	48	22	31	28	11	-	15	236
VETERINARY	1	1	4	2	2	-	-	-	10	30	27	36	11	8	-	-	-	112
Total	7	13	29	27	19	6	1	1	102	1264	1894	960	661	383	73	28	441	5704

[5] Second Student Census, USCG, 1963.

TABLE 5.6

NUMBER OF COURSES COMPLETED BY STUDENT LEADERS AND NON-LEADERS
(IN PERCENT)

	Leaders									Non-Leaders								
Faculty	0	01-10	11-20	21-30	31-40	41-50	51-60	"P"	Total	0	01-10	11-20	21-30	31-40	41-50	51-60	"P"	Total
AGRONOMY	1.96			4.90	1.96	1.96			10.78	1.24	.79	.14	.26	.14	.07	.09	.25	2.98
ARCHITECTURE	.98		3.92	1.96	2.94	1.96			11.77	.82	1.60	.77	.39	.32	.12		.02	4.03
ECONOMICS		2.94	5.88	.98					9.80	4.68	7.73	2.84	.84				.86	16.94
LAW		.98	1.96	3.92	.98				7.85	5.07	8.77	5.35	3.33	1.53			1.21	25.24
MEDICINE	.98	.98	3.92	4.90	2.94				13.73	1.31	1.21	2.89	3.05	1.82	.02		3.14	13.45
CHEMISTRY & PHARMACY	1.96	1.96	2.94	1.96					8.82	1.61	2.59	.58	.35	.32			.40	5.86
HUMANITIES			3.92	1.96	.98			.98	7.84	3.31	1.28	.96	.79	.79	.26		.89	8.30
ENGINEERING		2.94	1.96	2.94	2.94		.98		11.77	2.16	7.92	2.30	1.82	1.19	.61	.39	.70	17.09
DENTISTRY		1.96		.98	2.94	1.98			7.84	1.42	.84	.39	.54	.49	.19		.26	4.14
VETERINARY	.98	.98	3.52	1.96	1.96				9.80	.53	.47	.63	.19	.14				1.97
Total	6.86	12.75	28.43	26.47	18.63	5.88	.98	.98	100.00	22.16	33.20	16.83	11.59	6.71	1.28	.49	7.73	100.00

"P" = Pasante

number of years; this refers to the number of years which, theoretically, is needed to complete the degree. In USCG the academic year is divided for most of the Faculties into two semesters, each of three and one-half months duration. Not all of the Faculties operate on a semester basis. Faculties such as Law, Economics and Medicine operate on a yearly basis. Thus, the courses which are offered by these Faculties last an entire school year; 4) The number of courses per year, which refers to the number of courses which a student theoretically should take in order to pass on to the next year; 5) Number of students, which includes the number of students in each Faculty, divided into leader and non-leader categories. The total of these two groups corresponds to the total enrollment of all the Faculties on the campus of Guatemala City; 6) Total courses completed, this corresponds to the number of courses completed by the students according to Faculty and population group; 7) Average academic years completed, which was obtained by dividing the number of courses per year by the total number of courses completed; 8) The average years enrolled is the total number of years which the subjects had been studying, divided by the number of students; 9) The proportion of academic years completed, which is the most important data to be presented in the table and which corresponds to the number of years which the students had completed. This

proportion was arrived at by dividing the average number of academic years completed by the number of students, by Faculties and according to the population groups to which the subjects pertained.

Upon examining the data from Table 5.7 it was found that the leaders had been enrolled in the university for a longer period of time, on the average, than the non-leaders. Among the leaders the average time elapsed was 43.9 academic years, while among the non-leaders it was 36.8 academic years, some seven years (16%)less.

Upon examining the statistics according to the Faculties in which the students were enrolled, the leaders proved to have taken more time than the non-leaders. It was only in the Faculties of Law and Medicine that the non-leaders had been enrolled for a longer time than the leaders. In the Faculty of Economics both non-leaders and leaders had been enrolled for the same amount of time, to wit, 4.2 years.

Insofar as the proportion of completed academic years is concerned, the leaders, as a group and by Faculty, had a greater average of completed academic years. The leaders, on an average, had completed some twenty-five academic years, as compared to eighteen years for the non-leaders.

In the Faculties of Agronomy, Architecture, Economics, Chemistry, Engineering and Veterinary Medicine

TABLE 5.7

YEARS ENROLLED AND THE PROPORTION OF EQUIVALENT ACADEMIC YEARS COMPLETED
BY THE STUDENT LEADERS AND NON-LEADERS

Faculty	# of Courses Req.	# of Semesters	# of Years	# of Courses Per Year	# of Students		Total Courses Completed	LEADERS Average Years Enrolled	LEADERS Average # of Academic Years Completed	LEADERS Total Years Enrolled
					Leaders	Non-Leaders				
AGRONOMY	71	12	6	12	11	170	273	5.0	22.75	55
ARCHITECTURE	60	12	6	10	12	230	310	4.2	31.00	50
ECONOMICS	32		6	6	10	967	133	4.2	22.16	42
LAW	38		5	8	8	1440	165	3.9	20.62	31
MEDICINE	48		6	8	14	767	322	5.4	40.25	75
CHEMISTRY & PHARMACY	61	12	6	11	9	334	191	4.3	17.36	39
HUMANITIES	38	6	4	12	8	473	186	4.0	15.50	32
ENGINEERING	58	12	6	10	12	975	298	4.9	29.80	59
DENTISTRY	48	12	6	8	8	236	236	4.7	29.50	38
VETERINARY	36		5	7	10	112	192	3.3	27.42	33
Total	490	66	55	92	102	5704	2306	43.9	258.36	454

TABLE 5.7 (Continued)

YEARS ENROLLED AND THE PROPORTION OF EQUIVALENT ACADEMIC YEARS COMPLETED BY THE STUDENT LEADERS AND NON-LEADERS[6]

	NON-LEADERS			LEADERS	NON-LEADERS
Faculty	Total Courses Completed	Average Years Enrolled	Average # of Academic Years Completed	Total Years Enrolled	Proportion of Academic Years Completed	Proportion of Academic Years Completed
AGRONOMY	2,854	2.6	237.83	444	2.06	1.4
ARCHITECTURE	2,813	2.5	281.30	567	2.58	1.2
ECONOMICS	10,521	4.2	1,753.50	4,023	2.21	1.8
LAW	22,154	4.7	2,769.25	6,783	2.57	.67
MEDICINE	28,606	6.4	3,575.75	4,894	2.87	4.7
CHEMISTRY & PHARMACY	4,329	2.8	393.54	934	1.92	1.2
HUMANITIES	9,830	3.5	819.16	1,668	1.93	1.7
ENGINEERING	16,605	4.3	1,660.50	4,160	2.48	1.7
DENTISTRY	4,401	3.7	550.12	896	3.68	2.3
VETERINARY	1,268	2.1	181.14	238	2.74	1.6
Total	103,381	36.8	12,222.09	24,587	25.04	18.3

[6]Second Student Census, USCG, 1963.

the proportion of years completed by the leaders was double that of the non-leaders; however, the former had been enrolled almost twice as long as the latter. In specific terms, however, perhaps the important fact is that the proportion of academic years completed was very low for both groups and it is for this reason that both leaders and non-leaders take so much time in order to complete their university education. Thus, the evidence which we have gathered does not indicate clearly that leaders enjoy greater academic success than the non-leaders. It reveals only that the leaders, as a group, have completed more course work while at the same time they have been enrolled for longer periods of time. Also, it is true that they have been attending the university for a longer time and naturally have an advantage over the non-leaders in this respect.

In Table 5.8, the average number of courses completed is presented according to leader and non-leader groups. This average was obtained by dividing the total number of courses completed by the number of students, according to their respective groups and Faculties, and the length of time that they had been studying. From this Table it can be observed that the average number of courses completed per year by the leaders was 5.1, as compared to 4.7 for the non-leaders. This difference is relatively small and is generally low for both groups.

TABLE 5.8

AVERAGE OF COMPLETED COURSES PER YEAR SINCE THE FIRST ENROLLMENT BY THE STUDENT LEADERS AND NON-LEADERS[7]

Faculty	LEADERS			NON-LEADERS		
	Total # of Courses Completed	Total Years Enrolled	Average # of Courses Completed by Years	Total # of Courses Completed	Total Years Enrolled	Average # of Courses Completed by Years
AGRONOMY	273	55	4.9	2,854	444	6.4
ARCHITECTURE	310	50	6.2	2,813	567	4.9
ECONOMICS	133	42	3.2	10,521	4,023	2.6
LAW	165	31	5.3	22,154	6,783	3.2
MEDICINE	322	75	4.3	28,606	4,894	5.9
CHEMISTRY & PHARMACY	191	39	4.9	4,329	934	4.7
HUMANITIES	186	32	5.7	9,830	1,668	5.3
ENGINEERING	298	59	5.1	16,605	4,160	3.9
DENTISTRY	236	38	6.2	4,401	896	4.9
VETERINARY MEDICINE	192	33	6.0	1,280	238	5.3
Total	2,306	454	51.8	103,381	24,587	47.1

[7] Second Student Census, USCG, 1963.

SUMMARY

For the available data regarding student academic achievement, we can conclude that the time which elapses between initial enrollment and completion of the degree is essentially prolonged for the entire student population at USCG. The average time is ten years or more for curriculums which should take only six years. This constitutes an enormous investment of time, energy, and money and limits the preparation of professional and technical personnel who are indispensable for the economic and social development of the nation.

The number of courses completed and the proportion of academic years completed are also very low for the total university population used for this study. There seems to be no fundamental difference between the academic achievement of the leaders and that of the non-leaders, in spite of the fact that the leaders had an advantage over the non-leaders with respect to the courses completed and the average number of academic years completed. In general, the productivity of graduates for USCG is low in comparison to the demand of professional manpower needed in Guatemala. Complete details about USCG situations for 1963 are given in Appendix B.

CHAPTER 6

SUMMARY, CONCLUSIONS AND SUGGESTIONS

A. Summary

1. Purpose: The purpose of this investigation was to determine and analyze selected characteristics of student leaders and non-leaders at the University of San Carlos of Guatemala (USCG).

2. Design: The principal source of information was the Second Student Census, which was filled out by the students of USCG in January, 1963, as a prerequisite for enrollment. The questionnaire included: (a) demographic and personal information, (b) social-economic background, and (c) academic information.

3. Population: The population studied was composed of 5,806 students enrolled in the ten Faculties of the University of San Carlos of Guatemala in 1963. The population was divided into two categories: (a) 102 leaders and (b) 5704 non-leaders. Leaders were those who, at the time of the study, had been elected by their classmates to offices in student and/or administrative organizations within the University. There was a total of eleven student organizations: (a) the University Association of Students (AEU), the organization to which

all upper classmen belong and (b) ten additional student associations each corresponding to one of the ten University Faculties. The University Council and the ten Faculty Boards of Directors were the administrative bodies to which the students sent representatives.

4. Analysis: The analysis used in this study was mainly descriptive. The statistical data were tabulated and presented in frequency distribution and percentage tables.

5. Results: The following results were obtained:

a) Sex - The overwhelming majority of students of USCG (both leaders and non-leaders) are male. Female students--while still in the minority--were enrolled in the Faculties of Humanities and Chemistry and Pharmacy.

b) Age - The majority of the students fell into the age group of twenty-one to thirty years. The mean age was 24.76, the median age was 23.35. This is probably very high when one considers that they were still undergraduates. As a group, the leaders were younger than the non-leaders. The mean age of leaders was 24.32; that of non-leaders 25.25. None of the leaders were older than thirty-nine, which was not the case among the non-leaders.

c) Marital Status - The majority of the students (over two-thirds of the total population) were single. Only 4.0 per cent were divorced or widowed. The per cent of married students was slightly higher among non-leaders.

d) Size of Family - With respect to family make-up, it was found that the families fell in categories including one to ten or more members, but that the majority of the cases came from families with five members or less. There was a larger percentage of leaders in this latter group than there was of non-leaders.

e) Occupation and Income of Students' Fathers - As far as the occupations and incomes of the fathers were concerned, it was found that the fathers were mostly employed in high level positions, including the professions and technical, directive, managerial, and administrative jobs. The average income of fathers exceeded $300. per month, a sum nearly four times that of average family income in Guatemala. The percentage of professional and technical, administrative, managerial, and directive personnel was higher among fathers of student leaders than non-leaders. Their average income was also higher. While the families of the leaders enjoyed an average income of $406. per month, that of the non-leaders was $336 per month.

f) Educational Level of Parents - Ninety-five per cent of the parents of students had some formal education. There were very few illiterates among the students' parents. In general, fathers had attained a higher educational level than mothers, and parents of leaders were better educated than those of non-leaders.

g) Academic Background - About one half of USCG students were graduated from public secondary schools. The leaders, as a group, had a larger percentage of graduates of public schools than non-leaders. The time elapsed between graduation from high school and first enrollment at USCG averaged more than two years for all students. Leaders--generally younger--reported a lapse of about 2.6 years between completion of secondary school and first university enrollment. Non-leaders, however, incurred a lapse of 4.3 years.

h) Family Responsibility - Only 35 per cent of the students reported themselves to be heads of households. Of those who were heads of households, the majority had three or fewer children. The married leaders tended to have fewer children than married non-leaders.

i) Student Work - It was found that 57 per cent of the students were gainfully employed at the time they were enrolled, ostensibly full-time, at the University. Those who worked averaged more than twenty-five hours per week in their jobs, and earned an average of about $150 per month. Proportionately fewer leaders

(52.4 per cent) than non-leaders (58.1 per cent) were employed. The average income of employed leaders--being younger--was less than that of employed non-leaders.

j) Years Enrolled - The average period of enrollment for the 1963 student body was 4.3 years. Leaders, on the average, were enrolled for a slightly longer period of time (4.45 years) than non-leaders (4.3 years). For the average student at USCG, about eight years had elapsed since graduation from secondary school. Only about six years had elapsed for student leaders.

k) Academic Achievement - From the date of their first enrollment, students at USCG had completed, by January, 1963, approximately 105,687 courses, the equivalent of 12,480 academic years of work. The "average" student had completed 2.14 academic years of required work. The leader group had progressed slightly more than non-leaders. Average achievement of leaders was 2.53 academic years and non-leaders, 2.14 academic years.

l) Rate of Academic Progress - Student leaders had completed more academic years of study than non-leaders by 1963; however, they were also enrolled for a longer period of time. The average student leader invested approximately 1.76 calendar years to complete one academic year of study. The average non-leader invested roughly two years to complete each academic year of study. This is due in part to the fact that the students

tend to drop many of the courses for which they originally sign up, so that by the end of that year they complete only half or fewer of the courses in which they were enrolled. As a consequence, the rate of academic achievement is relatively low. Thus, a curriculum which requires six years of study will often take the student thirteen or more years to complete, if he completes it at all.

Academic achievement is low for both groups, and in general, for the institution itself. From an average of 4,571 students enrolled per year from 1949 to 1962, only 1,705 (an average of 140 per year) had been graduated. This represents 3.3% of the student body. What is even more important is the fact that the distribution of graduates according to Faculties does not correspond to the immediate needs of the nation. These are, in synthesis, the most important findings reflected in the data which were gathered.

In summary, the following table describes the "average leaders" and the "average non-leaders":

TABLE 6.1

"AVERAGE LEADERS" AND "AVERAGE NON-LEADERS"

Characteristic	Leaders	Non-Leaders
Sex	Male	Male
Age	Younger	Older
Marital Status	Single	Single
Size of Family	Smaller	Larger
Father's Occupation	Professional & Technician	Professional & Technician
Family Income	More	Less
Educational Background	Public	Public
Education of Parents	Higher	Lower
Heads of Households	Fewer	More
Work	Fewer	More
Years Enrolled	More	Fewer
Achievement	More	Less
Rate of Progress	Greater	Less

Thus, the "average student" is a male; 23.4 years of age; single; came from an upper-middle home; his father is employed as a professional person or technician; and has completed eleven or more years of formal education.

The "average leader" is male; 24 years old; single; he comes from an upper middle-class family of five members; he has been enrolled at the University an average of 4.5 years; but has completed less than fifty per cent of his studies; in general, he has invested about 1.8 calendar years to complete each academic year of required courses.

The "average non-leader" is a male; 25 years of age; single; has come from a larger family than the student leader; he comes from an upper middle-calss family; although his family has less income and lower educational level than the student leader, his father's occupation is professional or managerial-technical; he has been enrolled at the University for over four years, yet has progressed academically no more than two years.

B. Conclusions

On the basis of these findings, it was possible to formulate the following conclusions:

1. The University of San Carlos of Guatemala is a part-time study institution.

2. Despite the above, it organizes as though it were a full-time institution (i.e., 90 per cent of its

students are enrolled for a full load of courses and the University offers its courses accordingly). The result is two-fold:

a) low productivity of graduates and low student progress.

b) very high cost (since students must re-enroll each year for the same courses).

C. Suggestions

1. The USCG could--if it chose--develop a more efficient and economical academic organization comprised of both full-time and part-time study programs. For example:

a) Up to 40 per cent of the students enrolled do not work, hence they could pursue their studies full time if courses were offered in an appropriate schedule. On this basis, the University could enroll approximately 2,500 full-time students, an economical and efficient number.

b) For other students, courses (particularly at the level of the first three academic years of work at which most students are presently enrolled) could economically be offered on a part-time study basis. Because nearly three-fourths of the enrolled students are still in the first three academic years of study, the USCG might further consider an academic organization comprised of (1) a three-year lower division and (2) a

one to five-year upper division, depending upon the area of specialization.

This pattern of organization might offer the University this further advantage, a rather simple liberal arts curriculum could be offered economically and productively in the lower division for both full-time and part-time students. Upper division work could be limited predominantly to full-time students to insure an increased proportion of graduates. In this manner, the University might readily increase its productivity of graduates through a full-time study program while continuing to enlarge educational opportunities for part-time students through part-time programs.

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BIBLIOGRAPHY

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APPENDIX A

ERSIDAD DE SAN CARLOS
DE GUATEMALA
OFICINA DE REGISTRO
Teléfono 48-154

JATEMALA, CENTRO AMERICA

FORM. OR-CE-1-62

APPENDIX A

No. DE ORDEN

II. CENSO ESTUDIANTIL UNIVERSITARIO

ENERO DE 1963

CÓDIGO
NO ESCRIBA EN
ESTA COLUMNA

CARNET DEL REGISTRO

1 No.

NOTA: Escriba con letra clara, preferentemente de molde y con pluma. Marque X en el cuadrito correspondiente. LEA LAS INSTRUCCIONES QUE SE ACOMPAÑAN.

I. DATOS PERSONALES Y DEMOGRAFICOS

FACULTAD _____ 2
donde está inscrito o se va a inscribir

NOMBRES Y APELLIDOS _____
1er. apellido 2o. apellido nombres

DIRECCIÓN _____ ZONA _____ TELÉFONO _____ 4

EDAD _____ AÑOS CUMPLIDOS, FECHA DE NACIMIENTO _____ _____ 5
día mes año

LUGAR DE NACIMIENTO _____ 6
Departamento o país si es extranjero

NACIONALIDAD _____ 7

. SEXO: MASCULINO ☐ 1. FEMENINO ☐ 2. 8

. ESTADO CIVIL: 9
SOLTERO ☐ 1. CASADO ☐ 2. UNIDO ☐ 3. VIUDO ☐ 4. DIVORCIADO ☐ 5.

II. DATOS EDUCACIONALES

. CLASE DE ESTUDIANTE: REGULAR ☐ 1. OYENTE ☐ 2. 10

. TÍTULO O DIPLOMA QUE LE SIRVIÓ PARA INGRESAR A LA UNIVERSIDAD:

BACHILLER ☐ 1. MAESTRO ☐ 2. OFICIAL GRADUADO ☐ 3. PERITO CONTADOR ☐ 4.

PERITO AGRÓNOMO ☐ 5. UNIVERSITARIO ☐ 6 OTRO ☐ 7. 11

_____
Especifique

. AÑO ESCOLAR EN EL QUE OBTUVO SU TÍTULO O DIPLOMA 12

3. NOMBRE Y CLASE DEL CENTRO EDUCATIVO DONDE SE GRADUÓ EN SUS ESTUDIOS DE SECUNDARIA:

A) NOMBRE DEL CENTRO EDUCATIVO _____ 13a

B) CLASE: PÚBLICO ☐ 1. PRIVADO ☐ 2.

C) JORNADA ESCOLAR: DIURNA ☐ 1. NOCTURNA ☐ 2. 13c

4. CANTIDAD PAGADA POR ENSEÑANZA EN CENTROS EDUCATIVOS PRIVADOS DE SECUNDARIA. ANOTE EL MONTO TOTAL PAGADO DURANTE EL ÚLTIMO AÑO CURSADO, POR CONCEPTO DE CUOTAS DE ENSEÑANZA, MATRÍCULA, TRANSPORTE, EXÁMENES, ETC. EXCLUYA EL VALOR DE BONOS Y OTROS DEPÓSITOS REEMBOLSABLES, LO MISMO QUE EL VALOR CORRESPONDIENTE A LA ALIMENTACIÓN Y AL HOSPEDAJE SI USTED FUÉ INTERNO.

MENSUAL Q. _____ ; ANUAL Q. _____ 14

15. CARRERA ESPECÍFICA QUE ESTUDIA ACTUALMENTE _____ 15

16. AÑO O CICLO QUE CURSA 16

CÓDIGO

19. ESTUDIOS EN LA UNIVERSIDAD DE SAN CARLOS, PREVIOS A LOS ACTUALES. _____

FACULTAD	AÑO EN QUE LOS INICIO	TIEMPO QUE DURARON

19 ☐

20. RAZONES QUE DETERMINARON LA ELECCION DE SU CARRERA:

- ☐ 1 POR VOCACIÓN
- ☐ 2 POR AFINIDAD CON LOS ESTUDIOS DE SECUNDARIA.
- ☐ 3 POR RELACIÓN CON EL TRABAJO
- ☐ 4 PORQUE PERMITE TRABAJAR
- ☐ 5 PORQUE OFRECE MEJORES PERSPECTIVAS ECONÓMICAS.
- ☐ 6 POR INFLUENCIA DE AMISTADES
- ☐ 7 POR INFLUENCIA DE PADRES O FAMILIARES.
- ☐ 8 POR SEGUIR LA CARRERA DEL PADRE
- ☐ 9 POR NO PODER SEGUIR OTRA CARRERA

SI NO PUDO SEGUIR OTRA CARRERA, INDIQUE LAS RAZONES _____

20 ☐

21. BECAS Y EXONERACIONES DISFRUTADAS EN LA UNIVERSIDAD DE SAN CARLOS. (ESPECIFIQUE LA CATEGORÍA DE LAS BECAS O EXONERACIONES DISFRUTADAS: DE RESIDENCIA, DOCENCIA, COMENSAL, MÉRITOS DEPORTIVOS, CORO UNIVERSITARIO, EXONERACIÓN DE MATRÍCULA, ETC.)

FACULTAD	CATEGORIA DE LA BECA O EXONERACION	AÑO O CICLO EN QUE LA DISFRUTO

21 ☐

22. RESIDENCIA UNIVERSITARIA CON PAGO DE CUOTAS.

SI USTED GOZÓ DE PLAZA DE RESIDENTE O DE COMENSAL EN LA RESIDENCIA UNIVERSITARIA, MEDIANTE EL PAGO DE LA CUOTA CORRESPONDIENTE, ANÓTELO EN EL CUADRO SIGUIENTE, ESPECIFICANDO LA FACULTAD DONDE ESTUVO INSCRITO, LA CATEGORÍA DE LA PLAZA Y EL AÑO EN QUE DISFRUTÓ DE LA MISMA.

FACULTAD	RESIDENTE O COMENSAL	AÑO

CÓDIGO

23. ESTUDIOS REALIZADOS POR LOS PADRES Y HERMANOS DEL ESTUDIANTE. ANOTE EL ÚLTIMO GRADO O AÑO CURSADO POR SUS PADRES EN LOS TRES NIVELES DE ENSEÑANZA, PRIMARIA, SECUNDARIA Y UNIVERSITARIA ESPECIFICANDO SI SE GRADUARON O NO EN LA UNIVERSIDAD, ANOTE EL NÚMERO DE HERMANOS QUE HAN REALIZADO ESTUDIOS UNIVERSITARIOS Y EL NÚMERO DE LOS QUE ACTUALMENTE SE ENCUENTRAN ESTUDIANDO. INCLUYA A SUS PADRES Y HERMANOS, VIVAN O NO CON USTED, Y A LOS FALLECIDOS.

	GRADO O AÑO DE			SE GRADUO EN LA UNIVERSIDAD SI o NO
	PRIMARIA	SECUNDARIA	UNIVERSIDAD	
MI PADRE CURSO HASTA				
MI MADRE CURSO HASTA				

23A ☐

23B ☐

NÚMERO DE HERMANOS QUE REALIZARON ESTUDIOS UNIVERSITARIOS ..... 23C ☐

NÚMERO DE HERMANOS QUE CURSAN ESTUDIOS UNIVERSITARIOS ..... 23D ☐

III. INFORMACION SOCIAL

24. ¿ES USTED JEFE DE FAMILIA? SÍ ☐ 1. NÓ ☐ 2. 24 ☐

25. COMPOSICIÓN DE LA FAMILIA DEL ESTUDIANTE. (TOME ÚNICAMENTE A LAS PERSONAS QUE FORMAN CON USTED UNA SOLA UNIDAD SOCIOECONÓMICA).
INCLUYA: A SUS PADRES, HERMANOS, TÍOS, PRIMOS, ABUELOS, CUÑADOS, SUEGROS, ETC. Y A SUS FAMILIARES QUE RESIDEN FUERA DE LA CAPITAL SI ES USTED SOLTERO Y SE CONSIDERA A SÍ MISMO COMO FORMANDO PARTE DE DICHA FAMILIA; A SUS PADRES QUE SE HAYAN SEPARADO SIEMPRE QUE CONTRIBUYAN AL SOSTENIMIENTO ECONÓMICO DEL HOGAR; A LOS HIJOS DE CASA Y OTRAS PERSONAS SIMILARES.
EXCLUYA: A SUS HERMANOS CASADOS SI VIVEN SEPARADAMENTE DE LA FAMILIA; A SU PADRE O A SU MADRE SI ESTÁN SEPARADOS Y NO CONTRIBUYEN ECONÓMICAMENTE AL PRESUPUESTO FAMILIAR; A LOS HUÉSPEDES Y A LOS EMPLEADOS DEL SERVICIO DOMÉSTICO; A SUS FAMILIARES FALLECIDOS.

NOMBRE	EDAD	PARENTESCO CON EL ESTUDIANTE	OCUPACION ACTUAL	Vive con Ud. conteste: SI-NO

25A ☐

25B ☐

26. NOMBRE Y OCUPACIÓN DE LA PERSONA DE LA CUAL DEPENDIÓ ECONÓMICAMENTE EL ESTUDIANTE DURANTE LOS AÑOS PREVIOS A SU INGRESO A LA UNIVERSIDAD. (TOME A LA PERSONA QUE LO SOSTUVO EL MAYOR NÚMERO DE AÑOS DE SU VIDA PREUNIVERSITARIA. CONCRETE Y EXPLIQUE LA OCUPACIÓN, TAL COMO: MÉDICO, ABOGADO, MAESTRO, JUEZ TAL, MINISTRO TAL, DIPUTADO, PROPIETARIO DE TAL EMPRESA, GERENTE DE TAL NEGOCIO, MECANÓGRAFO EN TAL LUGAR, MECÁNICO, CHOFER, FABRICANTE DE TAL PRODUCTO, OPERARIO EN TAL RAMA, CORONEL, POLICÍA, ETC.)

CAPITULO IV INFORMACION ECONOMICA

CÓDIGO

8. PROPIEDAD DE LA VIVIENDA DONDE RESIDE EL ESTUDIANTE, EN ESTA CIUDAD:

PROPIA DEL ESTUDIANTE	☐ 1	
PROPIA DE CUALQUIER MIEMBRO DE LA FAMILIA (SIN PAGAR ALQUILER)	☐ 2	
PROPIA DEL ESTUDIANTE O DE CUALQUIER MIEMBRO DE SU FAMILIA, QUE PAGAN POR ABONOS	☐ 3	
ALQUILADA	☐ 4	
AJENA Y NO PAGA ALQUILER (EXCLUYE LA DE LOS FAMILIARES).....	☐ 5	
PROPIA O ALQUILADA DE LA PENSIÓN, CASA DE HUÉSPEDES, RESIDENCIA, INTERNADOS, ETC.	☐ 6	28 ☐

9. PAGOS POR ALQUILER DE VIVIENDA Y ABONOS POR CASA PROPIA:

A) SI LA VIVIENDA ES PROPIA DE USTED O DE CUALQUIER MIEMBRO DE SU FAMILIA Y LA PAGAN POR ABONOS, INDIQUE A CUÁNTO ASCIENDE EL ABONO MENSUAL ..... Q._____ 29A ☐

B) SI LA CASA DONDE VIVE USTED Y SU FAMILIA ES ALQUILADA, INDIQUE EL VALOR DEL ALQUILER MENSUAL ..... Q._____ 29B ☐

0. CANTIDAD QUE PAGA MENSUALMENTE POR ALIMENTACIÓN Y HOSPEDAJE. (SÓLO EN EL CASO DE QUE VIVA EN CASA DE HUÉSPEDES, PENSIÓN O CASA DE FAMILIA DE CARÁCTER SIMILAR)..... Q._____ 30 ☐

1. PERSONAS QUE SOSTIENEN ECONÓMICAMENTE EL HOGAR:

SÓLO EL PADRE	☐ 1	PADRES Y HERMANOS	☐ 5
SÓLO LA MADRE	☐ 2	SÓLO EL ESTUDIANTE	☐ 6
AMBOS PADRES	☐ 3	SÓLO LA ESPOSA DEL ESTUDIANTE	☐ 7
PADRES Y ESTUDIANTE	☐ 4	OTROS MIEMBROS DEL GRUPO FAMILIAR.	☐ 8

31 ☐

2. INGRESO NETO FAMILIAR MEDIO MENSUAL (INCLUYENDO AL ESTUDIANTE).

USE RENGLONES SEPARADOS PARA EL INGRESO TOTAL MENSUAL PERCIBIDO POR USTED Y POR CADA MIEMBRO DE SU FAMILIA Y POR CADA TIPO DE INGRESO. SI EL INGRESO MENSUAL O ANUAL ES IRREGULAR Y VARIABLE POR PROVENIR DE UTILIDADES O BENEFICIOS DE FINCAS, EMPRESAS INDUSTRIALES, COMERCIALES, ETC., ANOTE EL PROMEDIO MENSUAL DEL TOTAL OBTENIDO EN EL AÑO 1962. SI EL INGRESO ES REGULAR Y CONSTANTE A TRAVÉS DEL AÑO, POR CORRESPONDER A RENTAS DE CASA, INTERESES SOBRE VALORES O REMUNERACIONES FIJAS A SU TRABAJO, ANOTE LAS CANTIDADES DEVENGADAS EN EL MES DE NOVIEMBRE DE 1962 POR CADA UNO DE LOS CONCEPTOS QUE DIERON ORIGEN AL INGRESO.

NOMBRE DE LA PERSONA QUE PERCIBE EL INGRESO	PARENTESCO	FUENTE ESPECIFICA DEL INGRESO	MONTO MENSUAL
		INGRESO TOTAL	

32 A ☐

32 B ☐

32 C ☐

CÓDIGO

33. ¿TRABAJA USTED ACTUALMENTE? SÍ ☐ 1 NÓ ☐ 2

34. ¿BUSCA TRABAJO? (SÓLO EN EL CASO QUE NO TENGA TRABAJO)

SÍ ☐ 1 NÓ ☐ 2 — 34

35. ESTABLECIMIENTO DONDE TRABAJA. CONSIGNE EL NOMBRE ESPECIFICO DE LA OFICINA. ORGANISMO DEPENDENCIA. ENTIDAD O EMPRESA DONDE DESEMPEÑA SU TRABAJO. SI TRABAJA EN VARIOS ESTABLECIMIENTOS ANOTE AQUÍ SÓLO EL PRINCIPAL Y LOS RESTANTES EN LAS OBSERVACIONES.

A) NOMBRE DEL ESTABLECIMIENTO _____ — 35A

B) DIRECCIÓN _____ TELÉFONO _____

36. CARGO O TRABAJO QUE DESEMPEÑA. (NO PONGA SIMPLEMENTE "EMPLEADO" SINO QUE CONCRETE EL TIPO DE TRABAJO QUE DESEMPEÑA. TAL COMO OFICIAL X DE TAL JUZGADO, CONTADOR DE TAL EMPRESA, DIBUJANTE DE TAL DEPENDENCIA, GERENTE DE TAL EMPRESA, MAESTRO DE TAL ESCUELA. ETC. SI REALIZA VARIOS TRABAJOS. CONSIGNE AQUÍ SÓLO EL PRINCIPAL Y LOS RESTANTES ANÓTELOS EN LAS OBSERVACIONES)

A) CARGO O CLASE DE TRABAJO _____ — 36A

B) JORNADA DE TRABAJO: DIURNA ☐ 1 NOCTURNA ☐ 2 MIXTA ☐ 3

C) NÚMERO DE HORAS TRABAJADAS: DIARIAS _____ SEMANALES _____ — 36C

37. SUELDO O SALARIO MENSUAL. ANOTE LA REMUNERACIÓN QUE PERCIBE POR SUS SERVICIOS QUE PRESTA EN EL ESTABLECIMIENTO QUE CONSIGNÓ EN LA PREGUNTA 35. SI EL PAGO ES POR COMISIONES ANOTE EL MONTO MEDIO MENSUAL. SI PERCIBE VARIAS REMUNERACIONES COMO CONSECUENCIA DE DESEMPEÑAR VARIOS TRABAJOS, ANOTE AQUÍ LA PRINCIPAL. ES DECIR LA MAYOR, QUE CORRESPONDE AL TRABAJO SEÑALADO EN LA PREGUNTA 36 Y LAS OTRAS REMUNERACIONES DETÁLLELAS EN LAS OBSERVACIONES.

SUELDO O SALARIO MENSUAL QUE DEVENGA Q._____ — 37

38. ¿TIENE RELACIÓN EL TRABAJO CON SUS ESTUDIOS? SÍ ☐ 1. NÓ ☐ 2. — 38

39. ¿ESTÁ AFILIADO AL IGSS? SÍ ☐ 1. NÓ ☐ 2. — 39

40. VEHÍCULOS PARA USO FAMILIAR. (ANOTE LOS VEHÍCULOS QUE POSEEN. USTED Y LOS MIEMBROS DE SU FAMILIA. DESTINADOS EXCLUSIVAMENTE PARA USO FAMILIAR. ESPECIFICANDO LA CLASE: AUTOMÓVIL, MOTOCICLETA, BICICLETA, ETC.; EXCLUYA LOS TAXIS. AUTOBUSES. CAMIONES. ETC. PARA FINES LUCRATIVOS).

CLASE DE VEHICULO	NOMBRE DEL PROPIETARIO LEGAL	PARENTESCO CON EL ESTUDIANTE

40

CÓDIGO

OBSERVACIONES:

A) SI LLEVA CURSOS LIBRES, INDIQUE CUANTOS SON. .....

B) SI EL TÍTULO QUE LE SIRVIÓ PARA INGRESAR A LA UNIVERSIDAD, ES "UNIVERSITARIO", INDIQUE CUÁL ES _____

C) SI HA APROBADO TODOS LOS CURSOS DE SU CARRERA, INDIQUE ESTA CIRCUNSTANCIA, LO MISMO SI SE ENCUENTRA PENDIENTE DE LOS EXÁMENES GENERALES, PRIVADO O PÚBLICO. _____

D) OTROS ESTABLECIMIENTOS DONDE TRABAJA:

NOMBRE	DIRECCION

E) OTROS CARGOS O TRABAJOS DESEMPEÑADOS Y SUELDOS O SALARIOS MENSUALES DEVENGADOS:

NOMBRE O CLASE DEL TRABAJO	SALARIO O SUELDO MENSUAL

F) OTRAS OBSERVACIONES: _____

DECLARO: QUE LOS DATOS CONSIGNADOS EN LA PRESENTE BOLETA SON CIERTOS Y EXACTOS, Y OFREZCO MI COLABORACIÓN PARA QUE PUEDAN SER COMPROBADOS POR LA UNIVERSIDAD DE SAN CARLOS DE GUATEMALA, CUANDO LO ESTIME CONVENIENTE.

_____ Lugar y fecha

_____ Firma del estudiante

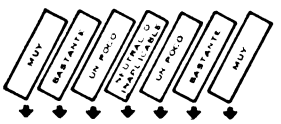
CODIFICADA POR _____ FECHA _____

REVISADA POR _____ FECHA _____

ENCUESTA DE APRECIACIONES ESTUDIANTILES

AL RESPONDER A LAS PREGUNTAS QUE LE FORMULAMOS EN LAS SECCIONES ANTERIORES, USTED NOS PROPORCIONO UNA SERIE DE INFORMACIONES DEMOGRAFICAS, ECONOMICAS, ETC., QUE SERAN DE SUMA UTILIDAD. AHORA DESEAMOS SOLICITARLE OTRO TIPO DE INFORMACION: SUS APRECIACIONES, FRANCAS Y ESPONTANEAS, SOBRE UNA SERIE DE CONCEPTOS RELACIONADOS CON LA UNIVERSIDAD Y LA EDUCACION UNIVERSITARIA. SUS RESPUESTAS EN ESTA SECCION, AL IGUAL QUE EN LAS ANTERIORES, TENDRAN UN CARACTER ESTRICTAMENTE CONFIDENCIAL.

INSTRUCCIONES: Deseamos conocer el significado que para usted tienen una serie de conceptos educativos. Abajo encontrará una serie de conceptos acompañados de calificativos opuestos. Por favor, escriba una X en uno de los siete espacios proporcionados para el efecto. El espacio marcado por usted indicará cual es su apreciación sobre la relación entre el concepto y los calificativos. En algunos casos, la relación puede parecerle absurda, pero trate de aplicar, en todo caso, un calificativo al concepto dado de acuerdo con la escala siguiente:



EDIFICIO DE MI FACULTAD bueno ___:___:___:___:___:___:___ malo

Por ejemplo, si su opinión es que el edificio es muy bueno, entonces escribirá una X en la siguiente forma:

EDIFICIO DE MI FACULTAD bueno _X_:___:___:___:___:___:___ malo

Quizás su opinión es que el edificio es bastante malo. Entonces, su respuesta será así:

EDIFICIO DE MI FACULTAD bueno ___:___:___:___:___:_X_:___ malo

En caso que usted piense que el edificio no es ni bueno ni malo o que los adjetivos son inaplicables, marcará su respuesta así:

EDIFICIO DE MI FACULTAD bueno ___:___:___:_X_:___:___:___ malo

Marque sus respuestas con la mayor rapidez posible. De una respuesta espontánea que refleje su apreciación en este momento. Marque una X en cada línea.

26	**Universidad de San Carlos**	buena	mala
27	**Consejo Superior Universitario**	científico	no científico
28	**Exámenes**	útiles	inútiles
29	**Otros Estudiantes**	estrictos	bondadosos
30	**Reforma universitaria**	responsables	irresponsable
31	**Catedráticos**	difíciles	fáciles
32	**Cultura**	fuerte	débil
33	**Yo mismo**	amigable	hostil
34	**Política**	cambiante	estancada
35	**Harvard University**	buena	mala
36	**Trabajo**	científico	no científico
37	**A. E. U.**	útil	inútil
38	**Universidad de San Carlos**	científica	no científica
39	**Consejo Superior Universitario**	útil	inútil
40	**Exámenes**	estrictos	bondadosos
41	**Otros Estudiantes**	responsables	irresponsables
42	**Reforma universitaria**	difícil	fácil
43	**Catedráticos**	fuertes	débiles
44	**Cultura**	amigable	hostil
45	**Yo mismo**	cambiante	estancado
46	**Política**	buena	mala
47	**Harvard University**	científica	no científica
48	**Trabajo**	útil	inútil
53	**Otros Estudiantes**	difíciles	fáciles
54	**Reforma universitaria**	fuerte	débil
55	**Catedráticos**	amigables	hostiles
56	**Cultura**	cambiante	estancada
57	**Yo mismo**	bueno	malo
58	**Política**	científica	no científica
59	**Harvard University**	útil	inútil
60	**Trabajo**	estricto	bondadoso
61	**A. E. U.**	responsable	irresponsable
62	**Universidad de San Carlos**	estricta	bondadosa
63	**Consejo Superior Universitario**	responsable	irresponsable
64	**Exámenes**	difíciles	fáciles
65	**Otros Estudiantes**	fuertes	débiles
66	**Reforma universitaria**	amigable	hostil
67	**Catedráticos**	cambiantes	estancados
68	**Cultura**	buena	mala
69	**Yo mismo**	científico	no científico
70	**Política**	útil	inútil
71	**Harvard University**	estricta	bondadosa
72	**Trabajo**	responsable	irresponsable
73	**A. E. U.**	difícil	fácil
74	**Universidad de San Carlos**	responsable	irresponsable
75	**Consejo Superior Universitario**	difícil	fácil
76	**Exámenes**	fuertes	débiles
77	**Otros Estudiantes**	amigables	hostiles
78	**Reforma universitaria**	cambiante	estancada
79	**Catedráticos**	buenos	malos
80			

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26	**Cultura**	científica	___:___:___:___:___:___:___ no científica
27	**Yo mismo**	útil	___:___:___:___:___:___:___ inútil
28	**Política**	estricta	___:___:___:___:___:___:___ bondadosa
29	**Harvard University**	responsable	___:___:___:___:___:___:___ irresponsable
30	**Trabajo**	difícil	___:___:___:___:___:___:___ fácil
31	**A. E. U.**	fuerte	___:___:___:___:___:___:___ débil
32	**Universidad de San Carlos**	difícil	___:___:___:___:___:___:___ fácil
33	**Consejo Superior Universitario**	fuerte	___:___:___:___:___:___:___ débil
34	**Exámenes**	amigables	___:___:___:___:___:___:___ hostiles
35	**Otros Estudiantes**	cambiantes	___:___:___:___:___:___:___ estancados
36	**Reforma universitaria**	buena	___:___:___:___:___:___:___ mala
37	**Catedráticos**	científicos	___:___:___:___:___:___:___ no científicos
38	**Cultura**	útil	___:___:___:___:___:___:___ inútil
39	**Yo mismo**	estricto	___:___:___:___:___:___:___ bondadoso
40	**Política**	responsable	___:___:___:___:___:___:___ irresponsable
41	**Harvard University**	difícil	___:___:___:___:___:___:___ fácil
42	**Trabajo**	fuerte	___:___:___:___:___:___:___ débil
43	**A. E. U.**	amigable	___:___:___:___:___:___:___ hostil
44	**Universidad de San Carlos**	fuerte	___:___:___:___:___:___:___ débil
45	**Consejo Superior Universitario**	amigable	___:___:___:___:___:___:___ hostil
46	**Exámenes**	cambiantes	___:___:___:___:___:___:___ estancados
47	**Otros Estudiantes**	buenos	___:___:___:___:___:___:___ malos
48	**Reforma universitaria**	científica	___:___:___:___:___:___:___ no científica
49	**Catedráticos**	útiles	___:___:___:___:___:___:___ inútiles
50	**Cultura**	estricta	___:___:___:___:___:___:___ bondadosa
51	**Yo mismo**	responsable	___:___:___:___:___:___:___ irresponsable
52	**Política**	difícil	___:___:___:___:___:___:___ fácil

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53	**Harvard University**	fuerte	___:___:___:___:___:___:___ débil
54	**Trabajo**	amigable	___:___:___:___:___:___:___ hostil
55	**A. E. U.**	cambiante	___:___:___:___:___:___:___ estancada
56	**Universidad de San Carlos**	amigable	___:___:___:___:___:___:___ hostil
57	**Consejo Superior Universitario**	cambiante	___:___:___:___:___:___:___ estancado
58	**Exámenes**	buenos	___:___:___:___:___:___:___ malos
59	**Otros Estudiantes**	científicos	___:___:___:___:___:___:___ no científicos
60	**Reforma universitaria**	útil	___:___:___:___:___:___:___ inútil
61	**Catedráticos**	estrictos	___:___:___:___:___:___:___ bondadosos
62	**Cultura**	responsable	___:___:___:___:___:___:___ irresponsable
63	**Yo mismo**	difícil	___:___:___:___:___:___:___ fácil
64	**Política**	fuerte	___:___:___:___:___:___:___ débil
65	**Harvard University**	amigable	___:___:___:___:___:___:___ hostil
66	**Trabajo**	cambiante	___:___:___:___:___:___:___ estancado
67	**A. E. U.**	buena	___:___:___:___:___:___:___ mala
68	**Universidad de San Carlos**	cambiante	___:___:___:___:___:___:___ estancada
69	**Consejo Superior Universitario**	bueno	___:___:___:___:___:___:___ malo
70	**Exámenes**	científicos	___:___:___:___:___:___:___ no científicos
71	**Otros Estudiantes**	útiles	___:___:___:___:___:___:___ inútiles
72	**Reforma universitaria**	estricta	___:___:___:___:___:___:___ bondadosa
73	**Catedráticos**	responsables	___:___:___:___:___:___:___ irresponsables
74	**Cultura**	difícil	___:___:___:___:___:___:___ fácil
75	**Yo mismo**	fuerte	___:___:___:___:___:___:___ débil
76	**Política**	amigable	___:___:___:___:___:___:___ hostil
77	**Harvard University**	cambiante	___:___:___:___:___:___:___ estancada
78	**Trabajo**	bueno	___:___:___:___:___:___:___ malo
79	**A. E. U.**	científica	___:___:___:___:___:___:___ no científica

Muchas gracias por su cooperación.

El segundo censo estudiantil de la Universidad de San Carlos se realizó a través de su Oficina de Registro y con la colaboración de su Instituto de Investigaciones y Mejoramiento Educativo (IIME).

APPENDIX B

APPENDIX B

Faculty & Careers		Students	Private School Tuition Fees	Approved Courses	Fellowships	Hours Worked
1	1	180	18,074	3,127	14	2,583
Total	60	181	18,197	3,127	14	2,583
2	2	242	28,566	3,123	12	4,298
3	3	468	16,947	5,827	19	17,577
	4	444	23,690	4,636	24	14,492
	5	57	3,518	191	1	1,895
	50	2				54
	60	6	1,149			288
Total		977	45,304	10,654	44	34,306
4	6	1,441	85,112	22,317	221	38,547
	60	7	2,087			
		1,448	87,199	22,317	221	38,547
5	7	775	61,261	28,928	230	13,999
	60	6	855			
		781	62,116	28,928	230	13,999
6	8	115	15,359	1,103	5	1,183
	9	102	8,308	1,032	18	1,106
	10	116	10,133	2,385	22	789
	60	10	1,519			
Total		343	35,319	4,520	45	3,078
7	13	2	330	109		57
	15	8	1,928			120
	16	4	170	24	2	189
	17	21	1,488	588	5	605
	18	32	2,101	736	4	529
	19	38	3,396	697	1	908
	20	102	3,777	2,544	17	3,078
	21	155	11,153	3,591	16	4,063
	22	26	759	806	1	724
	25	7	346	117	4	188

APPENDIX B (Continued)

Faculty & Careers		Students	Private School Tuition Fees	Approved Courses	Fellowships	Hours Worked
7	26	3	244	297		104
	27	8	450	22	1	248
	28	4	420	125		100
	29	13	260	80		393
	30	4		40	1	154
	31	5	202	10		128
	32	19	166	94		669
	33	7	400	37	2	153
	34	2		99		70
	60	21	3,522		5	506
Total		481	31,112	10,016	59	13,056
8	37	987	98,175	16,901	86	14,770
9	38	244	25,161	4,637	16	695
10	39	122	16,508	1,464	28	717
11	3	65	1,230	1,002		2,659
	4	21	604	61		633
	5	1	192			53
	50	7	426			218
Total		94	2,452	1,063		3,563
12	6	183	6,346	3,127	9	4,922
13	20	48	247	1,178	2	1,330
	32	7	107	29		224
Total		55	354	1,207	2	1,554
14	40	45	740	1,208	9	1,073
Grand Total		6,183	457,549	112,292	775	137,091

APPENDIX B (Continued)

Monthly Incomes	Members in Family	Mortgage	Rent	SIBLINGS Studying	SIBLINGS Studied	Family Monthly Incomes	Per Capita Incomes
11,231	905	624	3,355	76	49	69,094	13,220
11,231	909	624	3,355	76	49	96,219	13,251
15,725	1,149	2,513	8,216	130	67	106,883	21,004
94,302	2,268	7,180	12,081	164	85	142,159	29,282
70,944	2,169	5,465	11,161	165	121	144,020	30,214
8,264	2,581	304	2,308	27	8	18,948	4,095
170	10		30	1	1	345	62
1,010	35	150	160	2	1	3,280	560
174,690	4,740	13,099	25,740	359	216	308,782	64,213
131,903	6,927	9,140	34,046	561	364	375,831	78,553
	28		100	2	4	5,650	1,337
131,903	6,955	9,140	34,146	563	368	381,481	79,890
34,212	3,727	6,033	16,492	408	219	247,876	49,808
	34	125	240	4	1	2,765	563
34,212	3,761	6,158	17,742	412	220	250,641	50,371
5,208	542	991	2,418	67	21	50,057	10,284
4,361	498	489	1,919	46	22	31,687	6,363
2,467	583	391	2,130	84	36	36,412	6,721
	43	88	340	3	1	4,530	850
12,036	1,666	1,959	6,807	200	80	122,686	24,218
119	8	0	50	6	0	554	139
550	27		500		5	11,038	1,146
690	10	60	90	0	1	880	400
2,480	101	231	605	5	12	7,571	1,586
2,667	173	373	990	13	8	11,483	2,369
3,539	157	363	1,590	14	10	13,520	3,141
12,934	506	1,068	2,367	42	28	29,023	5,763
17,887	716	2,238	4,730	89	72	59,199	13,015
2,873	121		460	12	10	6,847	1,480
1,172	40	125	105	4	2	2,522	484

APPENDIX B (Continued)

Incomes	Members in Family	Mortgage	Rent	SIBLINGS		Family Monthly Incomes	Per Capita Incomes
				Studying	Studied		
511	9		120	1	3	711	284
1,051	40		140	3	2	1,597	448
1,195	18	213	130			2,047	615
2,005	61	135	450	4	4	3,211	646
939	16	98	60	2	4	1,629	254
879	28	100	132	1	5	1,324	240
3,814	105	58	685	12	6	5,571	1,073
670	29		165	5	5	1,866	348
300	5		115	1	2	300	120
2,739	84	124	795	6	8	7,630	2,670
59,014	2,254	5,186	14,278	210	177	168,521	36,221
64,191	4,748	8,902	22,344	472	214	353,015	72,286
3,034	1,229	1,014	5,398	114	72	79,856	15,453
3,001	620	565	2,098	60	33	47,240	9,237
8,648	356	91	994	28	14	13,075	2,572
1,782	107	30	180	12	1	3,783	733
40	6		60	1	1	290	48
500	34		40	2	2	1,360	244
10,970	503	121	1,274	43	18	18,508	3,597
12,964	911	414	1,637	47	27	30,930	6,132
5,731	232	146	635	19	7	10,452	2,022
1,050	28		139	3	1	1,678	345
6,781	260	146	874	22	8	12,130	2,367
2,815	218	30	347	20	7	7,690	1,417
542,567	22,923	49,871	143,147	2,738	1,566	1,957,552	399,657