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A COMPARATIVE STUDY OF THE EDUCATIONAL SYSTEMS OF THE FIVE CENTRAL AMERICAN COUNTRIES.

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Education, general

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1969
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INTRODUCTION

One of the most important areas of the world in our community of nations is Latin America. The United States government through the Alliance for Progress, non-governmental agencies, various foundations, as well as private enterprise have for many years invested heavily in Latin America to aid in its development. Latin America is vital to the defense of our nation and it behooves us to develop studies which will provide information of general and special nature regarding the area. Studies as suggested will enable us to gain a deeper understanding of Latin American problems and to provide us with an insight into possible approaches to their solution. The study undertaken looks at information and data relative to one of the basic institutions so vital to development--education.

Of the various possible groupings of nations in Latin America to form a region, there is probably only one grouping which socially, culturally, and historically has a reasonable chance to develop into an effective regional entity. This is the group of countries which form the Central American region, consisting of the countries of Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua.

Since these five Central American countries became independent of Spain in 1821, they have made a number of attempts to
unite politically. For one reason or another these attempts at political unification have been unsuccessful. In recent years, however, the concept of unity for a common market, for defense, for social and economic integration has been under development. It appears that this latter concept of unity rather than that of political unity has an excellent chance of being realized. Various Central American organizations such as the Organization of Central American States (ODECA), the Central American Secretariat for Economic Integration (SIECA), the Superior Council of Central American Universities (CSUCA) and others which have been created are developing the rationale to implement this latter concept of unity. These agencies have been instrumental in creating a climate conducive to regional development and planning.

One of the social institutions basic to internal development and to regional integration is the institution of education. It is a popular notion among Central Americans and foreigners who have traveled and/or worked in Central America, that the country of Costa Rica has developed her system of education to be the most productive among the five republics in the region. Through a comparative study and analysis of the educational system of the five Central American republics, the popular notion regarding Costa Rica and its significance may be validated. This study and analysis
will be beneficial not only to Central and other Latin Americans but also to members of other nations that are in the process of development. It will also provide information and data useful to those who are assisting developing nations in their struggle in the transition from a developing to a developed nation.

The hypotheses of this dissertation are: that there are certain social factors or conditions which influence, or are associated with, the ability of educational institutions to develop and increase educational production; that educational production of different countries can be compared and that factors which influence or at least are associated with educational production can be identified; that the popular notion relative to the development of the educational system of Costa Rica to be the most productive among the republics in the region can be validated; and that in the process of studying the countries of Central America it may be possible to identify some of the reasons why Costa Rica is considered to have developed and progressed further than other countries in the region, not only in social and economic matters generally, but specifically in developing a more productive educational system.

By the "most productive" is meant a system which has achieved the highest educational level of its labor force, which has produced the most literate population, and which has the greatest
enrollments, highest efficiency (retention) rate, and the highest schol¬
arity level of students of various age groups from its educational
system. Scholarity relates to the amount of schooling or education a
person has had in terms of grades completed when leaving the school
system.

The approach or methodology for doing a comparative study of education varies with comparative educators. Some approach a
study from the point of view of history, philosophy, society, culture,
system, curriculum or specific educational problems, while others
combine some or all of these facets. This study touches on most of
the aforementioned approaches. It is a comprehensive study of the
system of education of the countries of Costa Rica, El Salvador,
Guatemala, Honduras, and Nicaragua. The period covered by the
study is for the most part from 1950 through 1963.

This study is divided into five sections. A review of per¬
tinent historical, geographical, social, cultural, political and econom¬
ic data and information relative to Central America itself--its land
and its people--(section one) provides a background for viewing edu¬
cation as a regional question (section two). Two regional problems
are also discussed in section two: first, the influence of the Church;
and second, the influence of the Indian population and indigenous
languages.
Section three deals with education on an individual country basis, consists of a brief study of each of the five countries in the region and a diagram of the system of education for each country. There follows (section four) a comparison of the primary level of education in the countries of Central America.

The fifth and final section is an analysis of all the factors so far presented. The five countries are ranked both on the basis of the factors which influence the educational process and on the factors which are measures of educational production. Arguments are offered which may in part identify why Costa Rica is considered to have developed further than other countries in the region, not only in social and economic matters generally, but specifically in developing a more productive educational system.

A comparative study of these five Central American countries is believed to be feasible. Although each is a distinct nation, they have many commonalities such as:

1. The base of the present day educational system was brought to the region from Spain by the Spanish conquerors;

2. The system of education is highly centralized in the Ministry of Education;

3. The various levels of education, course offerings, and the curriculum are essentially the same in each country;
4. The medium of instruction is Spanish and is the same in each country;

5. Instruction is provided in both public and private schools in each country. The private schools are responsible to the State for operation and are required to follow the curriculum of the State.

6. The predominant religion is Roman Catholic and the role of the Church in education is essentially the same in each country; and,

7. The middle class is developing and growing, more or less at the same rate throughout the region. Its influence is being felt in many facets of development.

A conceptual scheme of the study follows:

<table>
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<th>OUTPUT</th>
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The independent or explanatory factors which influence educational production and which are being investigated by this study are:

- communications
- political stability
- educational facilities
- democratic progress
teacher preparation  languages: Indian and dominant
teachers in service  population density
teacher pupil ratio  Indian population
teacher salaries  relative distribution of the labor
origin of the gross force according to economic
national product  sectors
per capita income  economic active population ac-
rate of increase of cording to occupations
GNP by economic urban-rural population ratio
sectors
uses of GNP
selected financial
expenditures by
government

The dependent or criterion factors against which education­
al production is measured and which are being investigated by this
study are:

distribution of the  efficiency (retention) of educa­
labor force according tional levels
to educational level graduates in terms of scholarship
literacy level of students
enrollments in various scholarly level of various age
educational levels groups

Factors have been selected based on two criteria, first,
that data are available, and second that the factors are measurable
or can at least be quantified. The conceptual scheme, factors which
influence educational production and against which educational production is measured and the definition of "most productive" are contributions of the author. These are drawn from his background as an adviser, living and working for extended periods in developing nations, in close relationship with the key agency responsible for the country's educational system—the Ministry of Education. Educational, human resources, and manpower planners and agencies such as Harbison and Meyers, Davis, UNESCO, CSUCA (Consejo Superior Universitario Centroamericano), and CED (Committee for Economic Development), all allude to and/or include many of these factors as indicators of development in their studies and writings.

Data and information from various sources have been analyzed on the basis of its being relative, accurate or best available, and meaningful. Selected data have been treated by presenting them in comparative tables in relationship to land, people, government, economy, aid, and education. The data have been presented either as percentages or as absolute numbers, whichever made comparison more feasible. Since the number of countries in the region is relatively small, this study does not lend itself to a correlation analysis to determine if there is any significant difference among the factors. Rather, the support for the conclusions comes from judgments made on the basis of the data uncovered by the study.
SECTION I

CENTRAL AMERICA

Central America is the link between North and South America, lying between the Pacific Ocean and the Caribbean Sea. Although other countries are included by geographers and historians in the term Central or Middle America, the countries which are the subject of this study are the five Republics which make up the Central American Common Market. These countries are: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.

In order to assist in the understanding of the educational system, programs and process, this section includes a discussion on the history, land, people, government, economy, and aid, to provide the reader with an overview of the basic facets of the countries being studied.

From studying the history of a nation, many questions concerning the present situation in a country may be answered. The brief discussion of the history of Central America includes information about the people who were on the scene when the Spanish conquerors arrived; how the region was settled; the political
conflicts; and how the present regional integration concept has
developed.

Land, with its natural and man-made features, plays a
very important role in every aspect of development. The portion
devoted to the land includes information relative to the location and
size of the countries in the region, the use made of the land, its
physical features, climate, and the interstructure, namely, roads,
seaports, railroads, airports. Such data and information serve to
give insight into the problem of instituting a school system with
respect to location, construction and maintenance of educational
facilities.

Basic data and information necessary to understand the
make-up of the people and their social structure, which in turn in-
fluence the system and process of education are presented in the
discussion on people. Specifically included under this topic are
demographic data, social factors, language, religion, literacy,
communication media, educational attainment and age groups at-
tending school. Class stratification of the colonial and contemporary
period and the modern middle class are also considered.

Government plays a very important role in policy making
for educational development, in shaping the educational system and
in the final results of the educational process. A government
dedicated to democratic progress will respect and foster the people's right to an education by providing a climate in which the educational process can exist and prosper. A government beset by strikes and unrest, which enforces martial law and withholds constitutional rights can only retard the educational process. During periods of political instability the educational process cannot function properly. At a minimum, this results in partial disruption of the educational process. Oftentimes the disruption is complete. The discussion on government will provide a frame of reference for the structure of the government, a brief description of each branch, the political divisions of the country, voting, selected governmental expenditures, as well as the progress of democracy and the situation as to political stability in the Central American Republics.

A healthy economy is one in which the people believe and in which they take part. Its growth rate is steady and it provides financial resources adequate for the support, expansion and improvement of the educational system. Under the topic of economy, the economic situation is regarded in terms of gross national product, per capita income, cost of living indices, governmental receipts, exports and imports, distribution of the labor force relative to economic sectors and education. To further elucidate the economic situation of Central America, factors pertaining either to
the region as a whole or to any country within the region are given special consideration.

The last portion of this section is a discussion on aid provided by the United States through governmental and voluntary agencies. In recent years a major portion of the aid provided has been directed to assist both in the educational development and in the economic development of the Central American region.

**History**

Long before the discovery of America this area was inhabited by various Indian tribes, the most notable of which were the Mayas. The Maya civilization was at its height between 400 A.D. and 600 A.D. during which time they built large cities and monuments and developed arts and crafts. They were knowledgeable about astronomy, farming, and mathematics. They developed a form of government which included confederations of various groups with political responsibilities much as we find today. These people were the pioneers of a high civilization.¹

Central America was discovered by Columbus on his fourth voyage in 1502. A number of Spanish conquerors was involved in conquering the countries of Central America, the more notable of whom were Hernan Cortez, Pedro Alvarado, Gil Gonzales Davila, and Cristobal de Olid. Pedro Alvarado became the first Governor
of the region which was a Captaincy-General with the seat of government of the colony in Guatemala. The Spanish controlled this area from 1542 to 1821. (Ref. Figure 1, p. 17.)

Herring indicates that the independence of the Republics of Central America came as a backlash of the Mexican Revolution. The handful of rich Creoles in Guatemala which included landholders, high clergy and their friends, watched the success of Iturbides in Mexico and decided that their separation from Spain would pay off. Independence came to these Republics from Spain on the 15th day of September 1821, which was over 297 years after Pedro Alvarado arrived in Guatemala.²

The five Republics were a part of Mexico until 1823 when they split from Mexico to form the United Provinces of Central America with its seat of government in Guatemala City, Guatemala. This loose confederation persisted until it was dissolved in 1838.

According to West and Augelli, the political fragmentation and separatism of the countries of the Central American region grew out of the manner in which these countries developed from colonial times. The provincial capital of these countries developed around centers of population where there was a source of manpower to do the bidding of the conquerors. Due to lack of communication, cultural interchange did not take place. These provincial capitals
are now the centers of population and the capital cities of the present Central American countries. Since the United Provinces of Central America was dissolved in 1838, the countries have been under their individual political control. By 1960 twenty-five distinct attempts have been made to unite these countries politically. None of these attempts has been successful.

All the Central American Republics have experienced considerable political instability, many revolutions, and disregard of constitutional rule. The political life of these nations has been chaotic with repeated costly clashes and intervention both by one another as well as by other nations. This chronic unrest has created a climate where dictators and dictatorial rule have flourished.

During the winter of 1889-1890 a conference of American States, at which eighteen countries were represented, was held in Washington, D.C. The purpose of this conference was to attempt to see how to prevent hostility among the American nations. Actually, the establishment of the Bureau of the American Republics in Washington, D.C. was the most important result of the conference. This Bureau later became known as the Pan American Union. Today the Pan American Union is the central permanent organ and general secretariat of the Organization of the American States. The Charter
of the Organization of American States was signed on the first of May 1948 and thus formally organized the American nations' union under the United Nations with a specific declaration of the rights and duties of the American States. All of the countries of Central America are members of the Organization of American States. 5

In 1951 the countries formed the Organization of Central American States (ODECA) to encourage social, cultural and economic integration as well as for mutual defense throughout the region. Since then a common market concept has been developed to attempt to improve and to integrate their economies leading to higher levels of production and income. Many organizations have been created to implement and to enhance the Central American concept of integration. 6 (Ref. Figure 1, p. 17.)

The most notable of these organizations are the Central American Secretariat for Economic Integration, the Central American Institute of Public Administration, the Central American Institute for Industrial Research and Technology, the Central American Bank for Economic Integration, the Superior Council of Central American Universities, Central American Trade Commission, Central American Industrial Integration Commission, Central American Economic Cooperation Committee, the Central American Tourism Integration Group, the Central American Monetary Union, and the Central American Clearing House. 7
Along with the common market concept, such activities and projects as a common curriculum for the elementary and secondary school levels of education, mobility of the labor force, removal of former controls of entrance and exit visas for Central Americans visiting Central American countries, have been undertaken to encourage the exchange of persons, ideas and culture. Conferences of various agencies for exchange of ideas and to attempt to solve common problems are held with the Ministers of Education, Economy, Defense and others on a periodic basis.

In 1963 President Kennedy visited Costa Rica to attend a conference of the Presidents of the Central American Republics to pledge continuing support of the U. S. Government of the concept of Central American economic integration. His visit helped to stimulate the concept of unity. In 1968 President Johnson also attended a Conference of the Central American Presidents in El Salvador, at which time he endorsed the policy of integration and regional institutions:

Regional Institutions are vital. It forces personal links between leaders. Above all it strengthens the sense of a community which is mankind's best hope for peace.
FIGURE I
CENTRAL AMERICA
HISTORICAL DEVELOPMENT

1502-1621
COLONIAL CENTRAL AMERICA

Puerto S. Tomás, Panamá

![Map of Central America historical development](image)

1622-38
UNITED PROVINCES OF CENTRAL AMERICA

Federal capital 1622-36
Federal capital 1626-38
Other provincial capitals

PROVINCES OF CENTRAL AMERICA

-PROVINCES OF SANTO DOMINGO
-PROVINCES OF GUATEMALA
-PROVINCES OF HONDURAS
-PROVINCES OF NIÑO

PORTS AUTHORIZED TO RECEIVE SPANISH SHIPS IN 1770
APPROXIMATE BOUNDARIES OF THE COLONIAL CENTRAL AMERICA 1790
FIGURE 1 CONTD.
CENTRAL AMERICA
HISTORICAL DEVELOPMENT

1826 to date
THE REPUBLICS & TERRITORIES
OF CENTRAL AMERICA
Capital cities

1987
CENTRAL AMERICAN
COMMON MARKET
Possible additional members
Inter-American Highway
Land

The five countries, Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua, have a combined area slightly larger than the state of California. El Salvador has the least area but is the most densely populated; Nicaragua has the largest area but is the least densely populated. To the north lies Mexico, with Panama to the south. Except for El Salvador, all of the countries have coast lines on both the Pacific Ocean and the Caribbean Sea. (Ref. Item 1, Table 1, p.23) (Ref. Figure 1, p. 17)

In the national territory of the countries of Central America, the arable land ranges from 7 per cent in Honduras to 23 per cent in El Salvador; the land in permanent pastures, from 5 per cent in Guatemala to 30 per cent in Honduras; and the forested land from 16 per cent in Costa Rica to 46 per cent in Nicaragua. (Ref. Item 2, Table 1, p. 23)

A backbone of highlands runs the full length of the region and tapers off into low hills and flat plains. Dense jungle, deep gorges, volcanic peaks rising up to 14,000 feet, and plateaus, are all found in Central America. The climate throughout the region is tropical with variations in temperatures from 50° to 90° Fahrenheit, depending on the time of the year and the location. Variations in temperature are due mainly to the elevation. For example, in the highlands of Guatemala the nights are quite cool
and occasionally there is frost, whereas on the coastal plains throughout the region it is always hot. There are two seasons, the wet and the dry, each of which runs about six months, with the wet season usually from May to November and the dry season during the remainder of the year.\(^9\) (Ref. Figure 2, p. 21.)

The Inter-American Highway joins all the countries in the region with Mexico and Panama and runs to each of the capital cities. (Ref. Figure 3, p. 21.) In 1962 improved roads per 100 square miles ranged from 40 in Nicaragua to 450 in Costa Rica. Honduras and Nicaragua, the two countries with the least amount of improved roads in the region, both have vast amounts of land which are underdeveloped. At the present time neither Honduras nor Nicaragua has an improved highway to connect the east coast with the west coast. Costa Rica and Guatemala do have improved road communications running through their respective capitals which connect their two coasts. In Nicaragua, the Ramà road is under construction. When finished it will connect the west coast with the river port of Rama, which is inland from the east coast, and will be the first and only overland link with the east coast. (Ref. Item 3, Table 1, p. 23.)

The International Railroad of Central America connects Mexico, Guatemala and El Salvador. This railroad runs from coast to coast in Guatemala through Guatemala City and to San Salvador, from thence to the port cities in El Salvador. In Honduras there is
FIGURE 2
CENTRAL AMERICA—PHYSICAL FEATURES

METRES
Under 200
200 – 1000
Over 1000

CENTRAL AMERICA
PHYSICAL FEATURES

ALTIMETRE
- B Belize sea level
- G Guatemala City 457 feet
- S San Salvador 317
- T Tegucigalpa 2100
- H Mongala 150
- S1 San José 322
- P Panama sea level

FIGURE 3
CENTRAL AMERICA—ECONOMIC ACTIVITIES

ECONOMIC ACTIVITIES
- Main ports
- Capitals
- Oil refineries
- Main railways
- Inter-American Highway
- Proposed extension to Colombia
- Possible routes for a second canal
a railroad which runs along the Caribbean coast, connecting the ports. In Nicaragua, the railroad runs along the Pacific coast connecting Managua with the port cities. Costa Rica has two railroads, which run from coast to coast through San Jose, as well as a line in the southern part of the country which runs into Panama. For the most part the railroads were built to haul the export crops to the coast for shipment and to carry the imports to the centers of population. (Ref. Item 4, 5, Table 1, p. 23.) (Ref. Figure 3, p. 21.)

In Honduras due to lack of rail and road communications, the national airlines have developed an extensive network of local airports for both cargo and passenger traffic. Each country in Central America has its own national airline which is engaged in local and international service. Several international airlines have routine flights through Central America. (Ref. Item 6, Table 1, p. 23.)

**People**

Racially, the Central American republics are highly varied. Costa Rica claims the highest percentage of Caucasians. The population of Guatemala is over half Indian. All the countries have a large percentage of Mestizos and a very small Negro population. The population of the entire region, according to the United Nations official estimates of October 1966 was 12,898,000. ¹¹ Figure 4, page 24, identifies and indicates the location of cultural components, regional traditions and important Indian groups in the region.
### TABLE 1

**SOME BASIC DATA FOR CENTRAL AMERICA**

#### Land

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Area of national territory (1000) square miles 1963</td>
<td>19.7</td>
<td>8.2</td>
<td>42</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>Land, approx. per cent National territory in Arable</td>
<td>12</td>
<td>23</td>
<td>14</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Permanent pasture</td>
<td>18</td>
<td>28</td>
<td>5</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Forested</td>
<td>16</td>
<td>24</td>
<td>44</td>
<td>27</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>53</td>
<td>25</td>
<td>37</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>3</td>
<td>Improved roads per square mile, 1962</td>
<td>450</td>
<td>385</td>
<td>142</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Number of sea ports in national territory 1967</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Number of miles of railroads in national territory (approx.) 1967</td>
<td>500</td>
<td>469</td>
<td>720</td>
<td>250</td>
<td>225</td>
</tr>
<tr>
<td>6</td>
<td>International airports in national territory 1967</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
FIGURE 4
CENTRAL AMERICA
LOCATION OF CULTURAL COMPONENTS AND REGIONAL TRADITIONS

LOCATIONS OF CULTURAL COMPONENTS AND REGIONAL TRADITIONS

Generalised
Spanish Americans
- Ladinos
- Meseta Central (Costa Rica)
- Panamanians

Important Indian and other groups are named

FIGURE 5
CENTRAL AMERICA - DISTRIBUTION OF POPULATION

CENTRAL AMERICA DISTRIBUTION OF POPULATION

Persons per square mile
- Under 4
- 4 - 32
- Over 32

Towns (named)
- △ 50,000 - 100,000 persons
- ◇ Over 100,000 persons

Other towns which are capitals of major local government areas
- Under 10,000 persons
- Over 10,000 persons
Costa Rica is the least populated; Guatemala, the most populated country in the region. (Ref. Item 1, 2, 3, Table 2, p. 30.)

(Figure 5, p. 24.)

The estimated annual rate of increase in population for the period 1953 to 1958 ranged from 3.0 per cent in Guatemala to 4.0 per cent in Costa Rica. The average rate of increase for the region, 3.42 per cent is one of the highest in the world. The latest official census in each country in the region was taken in the early 1960s. (Ref. Item 4, 5, Table 2, p. 30.)

The urban population ranges from 25.0 per cent in Guatemala to 36.5 per cent in El Salvador. Centers of population are principally in the central plateau and the Pacific plains. Population density ranges from 27 people per square mile in Nicaragua to 332 persons in El Salvador. In 1963 the rural population density (persons per 1000 hectares in crops and pastures) was from 406 in Nicaragua to 1,450 persons in Guatemala. (Ref. Items 6, 7, 8 Table 2, pp. 30-31.) (Figure 5, p. 24.)

Life expectancy is 60 years in Costa Rica, which is the highest, to 37 years in Guatemala which is the lowest. There are 2,830 inhabitants per doctor in Nicaragua to 6,460 in Guatemala. These inhabitants have a daily average of 2,000 calories in El Salvador to 2,480 in Costa Rica. (Ref. Items 9, 10, 11, Table 2, p. 31.)
The predominant language is Spanish, 97.3 per cent of the people speak it in Costa Rica; 59.5 per cent in Guatemala. Over 40 per cent of the people in Guatemala speak an Indian language. Among these Indian tribes Spanish is not generally understood. In no other country of the region is the Indian language so widely spoken. This fact has a great deal of influence on the economic, social, cultural, and political life of Guatemala. In the other countries of the region, a number of Indian languages are reported spoken, but the amount is insignificant. English is spoken by the Negroes who came principally from the West Indies and who live mainly on the Caribbean coast of Costa Rica, Nicaragua, Honduras, and Guatemala, as well as on the Bay Islands off the coast of Honduras. (Ref. Item 12, 13, Table 2, p. 31) (Figure 6, p. 27.)

The people are more than 90 per cent Roman Catholic in the Central American region. In recent years there has been a substantial number of converts to various Protestant denominations. Although the percentage of Catholics is very high, there are many who are only nominal rather than practicing Catholics. (Ref. Item 14, Table 2, p. 31.)

The literacy rate for the population age 15 and over in 1950 was from 79.4 per cent in Costa Rica to 29.4 per cent in Guatemala. This high percentage ranked Costa Rica 36th of the
FIGURE 6
DISTRIBUTION OF INDIAN AND NEGRO POPULATION, 1960
CENTRAL AMERICA

NEGROID GROUPS
- Block Caribs
- Negroes and mulattoes mainly of West Indian origin

INDIAN GROUPS
- Maya–Quiché (Mayan)
- Lenca
- Matagalpa
- Niskita
- Talamanca
- Guaymi
- Bogotá
- Cuna
- Sumo
- Choco

NEGROES OF COLOMBIAN ORIGIN
118 countries of the world which were surveyed, and Guatemala 78th in the same survey. (Ref. Item 15, Table 2, p. 31.)

Means of mass communication media (newspaper circulation, radios, and television sets within a country are indicators of modernization and development of the people. The data reveal that of the three means, the newspaper, of its nature requires literacy, is most widely circulated in Costa Rica. Guatemala, on the other hand, circulates the least number of newspapers per 1000 population. Clearly, then, literacy is highest in Costa Rica, lowest in Guatemala. Of the means which do not require a person to be literate, the television, Guatemala has the greatest number of television sets per 1000 population, while El Salvador has the greatest number of radios. (Ref. Item 16, Table 2, p. 32.)

The educational attainment of males twenty-five years of age and over, based on the 1950 census, indicates that Costa Rica surpasses the other Central American republics. Although the educational attainment in Guatemala is not as high as in Costa Rica, it compares favorably with the other countries in the region, and this in spite of the fact that Guatemala has the highest illiteracy rate in Central America. The percentage for secondary but not higher education in El Salvador seems to indicate a higher percentage than in the other Central American countries, but this
figure is not truly comparable, since the statistics from El Salvador include anyone who has completed seven or more years of schooling, whereas in the other countries the figures relate to persons who have completed four or more years of secondary school. (Ref. Item 17, Table 2, p. 32.)

The percentage of specific age groups attending school, based on the 1950 census, indicates that Costa Rica has the largest percentage of children in school in the age group for primary and secondary level educational institutions. For the age group normally attending institutions on the higher education level, the percentage for Guatemala is the highest. (Ref. Item 18, Table 2, p. 32.)

Class structure in Central America, as in other parts of Latin America, depends principally upon three factors: race, culture, and economic position. During the Colonial period social class stratifications were determined largely by birth rather than by individual merit or achievement. The social class stratifications of the colonial period were those shown in Table 3, p. 34.)
TABLE 2

SOME BASIC DATA FOR CENTRAL AMERICA

People

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indian population in per cent</td>
<td>1.</td>
<td>20.</td>
<td>54.</td>
<td>7.</td>
<td>5.</td>
</tr>
<tr>
<td>2</td>
<td>Negro population in per cent</td>
<td>2.</td>
<td>n/r</td>
<td>n/r</td>
<td>2.</td>
<td>10.</td>
</tr>
<tr>
<td>3</td>
<td>Population of Central America 1950 census</td>
<td>1950</td>
<td>800</td>
<td>1,855</td>
<td>2,790</td>
<td>1,368</td>
</tr>
<tr>
<td></td>
<td>(thousands)</td>
<td>1953</td>
<td>10.2</td>
<td>23.6</td>
<td>35.4</td>
<td>17.4</td>
</tr>
<tr>
<td>4</td>
<td>Estimate of mid-year population (in millions)</td>
<td>1953</td>
<td>.9</td>
<td>2.1</td>
<td>3.1</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>1958</td>
<td>1.1</td>
<td>2.4</td>
<td>3.5</td>
<td>1.8</td>
<td>1.3</td>
</tr>
</tbody>
</table>
|     | Annual rate of increase in population 1953-1958 in per cent
|     | 4.0                                           | 3.5        | 3.0        | 3.3      | 3.4      |
| 5   | Population most recent census (thousands)      | 1,336      | 2,510       | 4,284     | 1,884    | 1,535     |
| 6   | Urban population based on 1950 census, per cent (a) | 33.5       | 36.5        | 25.0      | 31.0     | 34.9      |
| 7   | Population density (per sq. mi.) based on 1963 est. pop. | 68         | 332         | 97        | 47       | 27        |

n/r not reported
<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Rural population density (persons per 1000 hectares in crops and pastures) based on 1963 est. pop.</td>
<td>845</td>
<td>1,305</td>
<td>1,450</td>
<td>423</td>
<td>406</td>
</tr>
<tr>
<td>9</td>
<td>Life expectancy (years)</td>
<td>60</td>
<td>51</td>
<td>37</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Inhabitants per physician</td>
<td>2,830</td>
<td>6,150</td>
<td>6,460</td>
<td>4,800</td>
<td>2,820</td>
</tr>
<tr>
<td>11</td>
<td>Food availability per capita (calories, daily average)</td>
<td>2,480</td>
<td>2,000</td>
<td>2,010</td>
<td>2,330</td>
<td>2,190</td>
</tr>
<tr>
<td>12</td>
<td>Speakers of dominant language, percent, 1950 census</td>
<td>97.4(b)</td>
<td>n/r</td>
<td>59.5(c)</td>
<td>n/r</td>
<td>96.2(c)</td>
</tr>
<tr>
<td>13</td>
<td>Indian languages reported</td>
<td>8</td>
<td>1</td>
<td>21</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>Roman Catholics as a percentage of total population, est. 1958</td>
<td>95.1</td>
<td>98.9</td>
<td>92.2</td>
<td>98.4</td>
<td>94.4</td>
</tr>
<tr>
<td></td>
<td>Rank of 118 countries</td>
<td>12</td>
<td>3</td>
<td>21</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>Literate population, age 15 or over, percent based on 1950 census</td>
<td>79.4</td>
<td>39.4</td>
<td>29.4</td>
<td>44(d)</td>
<td>38.4</td>
</tr>
<tr>
<td></td>
<td>Rank of 118 countries</td>
<td>36</td>
<td>70</td>
<td>78</td>
<td>68</td>
<td>72.5</td>
</tr>
</tbody>
</table>

n/r not reported
TABLE 2--Continued

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Communications media, 1959-61</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily newspapers circulated per 1000 population</td>
<td>94</td>
<td>45</td>
<td>23</td>
<td>25</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Television sets per 1000 population</td>
<td>5.9</td>
<td>8.0</td>
<td>9.0</td>
<td>2.1</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Radio sets per 1000 population</td>
<td>66.1</td>
<td>92.0</td>
<td>54.3</td>
<td>66.1</td>
<td>65.5</td>
</tr>
<tr>
<td>17</td>
<td>Educational attainment of males</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25 years of age and over based on 1950 census, per cent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Less than primary (e)</td>
<td>62</td>
<td>85</td>
<td>87</td>
<td>88</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Primary but not secondary(f)</td>
<td>33</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Secondary but not higher education(g)</td>
<td>2.9</td>
<td>3.3</td>
<td>1.0</td>
<td>2.8</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>Higher Education (h)</td>
<td>2.0</td>
<td>0.8</td>
<td>0.8</td>
<td>0.3</td>
<td>0.9</td>
</tr>
<tr>
<td>18</td>
<td>Percentage of specific age groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>attending school, based on 1950 census</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-14 years</td>
<td>61.7</td>
<td>41.1</td>
<td>24.4</td>
<td>25.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-14 years</td>
<td>8.3</td>
<td>n/r</td>
<td>6.5</td>
<td>n/r</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td>7-15 years</td>
<td>2.2</td>
<td>n/r</td>
<td>2.5</td>
<td>n/r</td>
<td>1.2</td>
</tr>
</tbody>
</table>

n/r  not reported
### TABLE 2--Continued

**Notes**

(a) Urban area defined:

<table>
<thead>
<tr>
<th>Country</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>Administrative centers of cantons</td>
</tr>
<tr>
<td>El Salvador</td>
<td>Capitals of departments, administrative centers of districts or municipalities</td>
</tr>
<tr>
<td>Guatemala</td>
<td>Places with 2000 or more inhabitants and places with 1500 or more inhabitants if running water is provided in the homes</td>
</tr>
<tr>
<td>Honduras</td>
<td>Administrative centers of districts and municipalities</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>Administrative centers of districts and municipalities</td>
</tr>
</tbody>
</table>

(b) Mother tongue

(c) Language currently or usually spoken in home

(d) Illiteracy as never attended school

(e) Less than four years of primary education

(f) Four years or more of primary education, and less than four years of secondary education, except El Salvador, which is for three to six years of primary education

(g) Completed four years or more of secondary or vocational training and less than four years of higher education, except El Salvador which is completed seven or more years of schooling.

(h) Completed four or more years of higher education, except Costa Rica and Guatemala, which is having completed an unstated number of years at this level.
TABLE 3
SOCIAL STRATIFICATIONS OF THE COLONIAL PERIOD
IN CENTRAL AMERICA

<table>
<thead>
<tr>
<th>Class Stratiﬁcations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peninsulares</td>
<td>Whites born in the Iberian peninsula. Elite of the aristocracy.</td>
</tr>
<tr>
<td>Criollos</td>
<td>Whites born in the new world. Considered the lesser nobility in the colonial aristocracy.</td>
</tr>
<tr>
<td>Mestizos</td>
<td>Mixed blood. Had less dignity and influence in the community than other classes.</td>
</tr>
<tr>
<td>Indians</td>
<td>For the most part servile, inferior, and exploited class.</td>
</tr>
<tr>
<td>Negroes</td>
<td>Had the least prestige in the community. The negro slave was at the very bottom. Slavery is a denial of the doctrine of equality.</td>
</tr>
</tbody>
</table>

During the colonial period, movement from one class to the other was virtually impossible. Today through education, economic position, inter-marriage, social revolution and other means, it is possible to move from one class to another. Most authors agree that today there are three classes in Latin America: lower, middle and upper—poor, middle, elite.

Although there is general agreement that there is a middle-class group in Latin America, most authors agree that many
members of this middle group tend to be conformists and to identify themselves emotionally with the upper class. Nehemkis supports this view:

Latin America's middle-income groups are not hellbent for reform. They are essentially conformists and emotionally identified with the institutional status quo.\(^\text{13}\)

Though they seek education to change their status, many among them ape the upper class, adopting its values and following its ancient formalistic traditions.\(^\text{14}\)

It is highly significant that the Latin American middle class cannot be equated with the middle class found in the United States. Schmitt and Burks say:

Nowhere in Latin America are the middle sectors comparable to the United States middle class in the possession of shared ideals and unifying relationships. In general, the various elements comprising the middle sector do not have a vital understanding either of the concept of "middle class" or their interests as a class. Divided among themselves, the middle groups in Latin America have not, as a class, exercised political power commensurate with their wealth and education to the extent achieved by their counterparts in more developed nations.\(^\text{15}\)

This view is further supported by Veliz, who is quoted by Nehemkis. Veliz writes:

The only claim which Latin American urban middle groups have on the description "middle class" is based on the fact that they are in the middle between the traditional aristocracy and the peasants and workers.\(^\text{16}\)
Schmitt and Burks state that "the middle class in Latin America is more disparate in size, status and cohesion than either the elite or the poor." These authors have classified the countries of Latin America in regard to the extent to which they possess a middle class group. The classification range for the Central American countries is in the table below:

### TABLE 4

#### MIDDLE CLASS RANGE IN CENTRAL AMERICA

<table>
<thead>
<tr>
<th>Country</th>
<th>Clearly Definable</th>
<th>In-Between</th>
<th>Virtually No Middle Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Guatemala</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Nicaragua</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Schmitt and Burks further indicate that within the middle class there are two elements: (1) the dependent middle class composed mainly of white-collar workers in business and government; and (2) the independent middle class group composed of self-employed professionals, businessmen and small farmers. These authors state that:

The middle class has been the most nationalistic of the classes and its members have most consistently sought national economic,
cultural, and political independence, and have attempted most persistently to produce a broad national philosophy acceptable to all groups. This national consciousness may be attributed mainly to the fact that most intellectuals belong to the middle class. 19

The middle class which, according to the classification in Table 4, page 36 seems to be the most clearly discernible in Costa Rica, is developing and growing throughout the Central American region and its influence is being felt in every facet of development.

Government

All the Central American republics have a highly centralized, unitary, republican, democratic and representative government. The government is divided into three branches: executive, legislative, and judicial.

The chief executive, the president, along with at least one vice-president is elected for a fixed period of four, five, or six years. In no instance can these elected executives succeed themselves. In Honduras, where the presidential term is six years, the elected executive cannot run for the office again if he has completed as much as one-half of his elected term. In Guatemala, Nicaragua, and El Salvador it is legal to run again after one term out of office, while in Costa Rica two terms out of office are required. (Ref. Item 1, 2, Table 5, p. 41.)
The president appoints his ministers of state who make up his cabinet. These ministers are administrative heads of the various entities of the government. Although the names may be slightly different in each country, the functions are relatively the same and include the following ministries: Foreign Relations, Government, Finance, Education, Public Works and Communications, Agriculture, Economy, Labor, Health, and Defense (called Security in Costa Rica). Some countries include a Ministry of Interior. In addition to his cabinet there is generally a minister or a secretary for the president. There is usually an advisory council for the president. This council plays an important role in the planning and decision-making process of the government. It is comparable to the various councils which many of our United States presidents have had. The president is also the Supreme Commander of the Armed or Security Forces.

The political and administrative divisions of the country are called departments in all countries except Costa Rica where they are called provinces. The number vary from seven in Costa Rica to twenty-two in Guatemala. These divisions are managed by a governor who is appointed by the president. On the department level there is no legislature. The executive authority is exercised by the governor in the name of the president. The department is further
subdivided into municipality, district, and canton. Local officials are elected by the citizens of the locality. (Ref. Item 3, Table 5, P. 41.)

In each of the countries the constitution has been revised or completely rewritten in the past twenty years. This action usually takes place after a revolution. (Ref. Item 4, Table 5, p. 41.)

The members of the unicameral legislature are elected by popular vote of the people. The number of deputies or congressmen depends upon the population base in the area which they represent. The period of service varies from two to six years. (Ref. Item 5, Table 5, p. 41.)

Members of the Supreme Court are either appointed or elected by the Legislative Assembly. Membership ranges from seven to seventeen persons. A member may serve as short a period as three years in El Salvador or he may remain in office until he is 75 or more as in Nicaragua. (Ref. Item 6, Table 5, p. 41.)

Universal suffrage is enjoyed by all citizens of the respective countries of Central America. Voting age ranges from eighteen years to twenty-one. Literacy is a qualification in two countries. For an illiterate in Guatemala voting is optional. In
Nicaragua only the literate 18-year old may vote, at 21 all may vote. Voting is compulsory in several countries. (Ref. Item 7, Table 5, p. 42.)

In most of the countries there are a number of autonomous or semi-autonomous agencies of the government, such as Social Security, the State Bank, the Development Agency, Planning Agencies, Land Reform and others. All either assume full responsibility for a particular agency of the government or act as coordinating agencies.

Governmental expenditures from the national budget for selected activities such as defense, education, and health, vary widely from country to country; for example, from zero per cent for defense in Costa Rica to eleven per cent in Nicaragua; from six per cent for education in Guatemala to twenty-four per cent in Costa Rica; from three per cent for health in Costa Rica, to eleven per cent for health in El Salvador. (Ref. Item 8, Table 5, p. 42.)

In each country there are two or three political parties. In no country is there allowed a Communist or Communist-oriented political party. In several of the countries there are
TABLE 5

SOME BASIC DATA FOR CENTRAL AMERICA

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term of office of President and Vice-President in years</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Number of Vice-Presidents</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3(a)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Number of Departments</td>
<td>7(b)</td>
<td>14</td>
<td>22</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Year of latest Constitution</td>
<td>1949</td>
<td>1962</td>
<td>1965(c)</td>
<td>1965</td>
<td>1950</td>
</tr>
<tr>
<td>5</td>
<td>Term of office of members of Legislature in years</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Number of Supreme Court Judges</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Term of office of Supreme Court Judges in years

Life or to age 75
TABLE 5--Continued

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Voting age in years</td>
<td>20</td>
<td>18</td>
<td>18(d)</td>
<td>18</td>
<td>18(e)</td>
</tr>
<tr>
<td></td>
<td>Compulsory Voting</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Defense</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>24</td>
<td>21</td>
<td>6(f)</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>3</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

(a) In Honduras called Designees rather than Vice-Presidents

(b) In Costa Rica Departments are called Provinces

(c) Effective 1966

(d) 18 years of age for a literate person, optional for an illiterate person

(e) 18 years of age for a literate person, 21 years of age for an illiterate person

(f) This figure is questionable since from personal knowledge of the author, during the preceding three years (1963-1966, the per cent of the national budget for education in Guatemala ranged from 14 to 18.
Communist-oriented groups who operate covertly and at times overtly. In these countries there is a continuous effort to eliminate these Communist-oriented groups.

From the preceding discussion of the components of the governments in the region (which are essentially the same) it would appear that the governmental mechanism is such that democracy and stability could not only exist but also enhance political, social and economic development. Unfortunately this has not been the case. All of the countries in the region throughout their history have experienced political instability, unrest, disregard for constitutional rule, intervention, long periods of dictatorial rule and other acts which have resulted in retarding various aspects of growth in general and most particularly the education process, itself.

Democratic progress and political stability are very difficult to assess. There are no convenient rules of thumb for this type of assessment. There are obvious signs of instability, such as covert or overt activities of dissident groups, the forcible ouster
of an elected president from office, the suspension of constitutional rights, martial law, and others.

Attempts have been made to measure democratic progress and political stability by various means. Two studies have been selected for discussion here, as they include and are applicable to the countries in the Central American region. The results of these studies indicate that Costa Rica rates second or third among the twenty Latin American nations in democratic progress and tenth among eighty-four countries on a world-wide basis in political stability. These ratings place Costa Rica as number one in Central America. A brief discussion of each of the studies and the results follow.

An attempt to determine the democratic progress of twenty Latin American countries was made by Fitzgibbon using the survey technique. 20 Surveys were made in 1945, 1950, and 1955. A number of specialists on Latin America were asked to grade each country on each of fifteen criteria. The grade and value by points on each were: A, excellent, 5; B, good, 4; C, average, 3; D, poor, 2; E, insignificant, 1. The criteria used with its numerical weighting were:

1. An educational level sufficient to give the political process some substance and vitality. 1
2. A Fairly adequate standard of living. 1
3. A sense of internal unity and national cohesion. 1
4. Belief by the people in their individual political dignity and maturity. 1
5. Absence of foreign domination. 1
6. Freedom of the press, speech, assembly, radio, etc. 1 1/2
7. Free elections--honestly counted votes. 2
8. Freedom of party organization: genuine and effective party opposition in the legislature; legislative scrutiny of the executive branch. 1 1/2
9. An independent judiciary--respect for its decisions. 1
10. Public awareness of the collection and expenditure of governmental funds. 1
11. Intelligent attitude toward social legislation--the vitality of such legislation as applied. 1
12. Civilian supremacy over the military. 1 1/2
13. Reasonable freedom of political life from the impact of ecclesiastical controls. 1/2
14. Attitude toward and development of technical and scientific governmental administration. 1
15. Intelligent and sympathetic administration of whatever local self-government prevails. 1
The raw scores were made by adding the points for the evaluation of the various criteria, taking into account their respective weightings. The totals were adjusted for statistical validity without changing the ranks. From the surveys of twenty countries, the results indicate that of twenty countries for the three surveys, Costa Rica ranked second in 1945, third in 1950 and second in 1955, which was the highest for the Central American countries. From the Fitzgibbons survey of twenty countries of Latin America the data have been extracted for Central America as follows:

**TABLE 6**

<table>
<thead>
<tr>
<th>Country</th>
<th>Points</th>
<th>Rank of 20 Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1945</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costa Rica</td>
<td>765</td>
<td>2</td>
</tr>
<tr>
<td>El Salvador</td>
<td>417</td>
<td>13</td>
</tr>
<tr>
<td>Guatemala</td>
<td>426</td>
<td>12</td>
</tr>
<tr>
<td>Honduras</td>
<td>331</td>
<td>17</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>349</td>
<td>15</td>
</tr>
<tr>
<td><strong>1950</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costa Rica</td>
<td>713</td>
<td>3</td>
</tr>
<tr>
<td>El Salvador</td>
<td>422</td>
<td>14</td>
</tr>
<tr>
<td>Guatemala</td>
<td>478</td>
<td>10</td>
</tr>
<tr>
<td>Honduras</td>
<td>378</td>
<td>15</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>351</td>
<td>16</td>
</tr>
<tr>
<td><strong>1955</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costa Rica</td>
<td>773</td>
<td>2</td>
</tr>
<tr>
<td>El Salvador</td>
<td>469</td>
<td>11</td>
</tr>
<tr>
<td>Guatemala</td>
<td>398</td>
<td>14</td>
</tr>
<tr>
<td>Honduras</td>
<td>426</td>
<td>12</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>336</td>
<td>18</td>
</tr>
</tbody>
</table>
Recently, the Feierabends attempted to measure political instability in terms of internally aggressive behavior during the period 1955-1961. For their study, they developed a seven-point rating system from 0 to 6, with 0 being extreme stability and 6 being extreme instability. Each point on the scale represented specific events, such as; general election, resignation or dismissal of a cabinet official or dissolution of legislature, peaceful strikes or martial law, riots or assassination of a significant political figure (not the head of the state), large-scale arrests, plots or terrorism, revolts or coups d'état, revolution or civil war. The study covered 84 countries in the world. The results of the study revealed that Costa Rica was rated at a 2 level of stability in the 0-6 scale, which was the lowest of the Central American countries, and tenth in the group of 84 countries. The data for the Central American countries have been extracted from the survey report as follows.

**TABLE 7**

**POLITICAL STABILITY, PERIOD 1955-1961 IN CENTRAL AMERICA**

<table>
<thead>
<tr>
<th>Level of Stability</th>
<th>Country</th>
<th>Number of Unstable Events</th>
<th>Relative Rank of 84 Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme Stability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Costa Rica</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>El Salvador</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>Nicaragua</td>
<td>30</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>Honduras</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>Guatemala</td>
<td>46</td>
<td>69</td>
</tr>
</tbody>
</table>
In addition to the preceding study of political stability, these same investigators attempted to find the level of coercion in these same countries, in relation to the degree of political stability. The scale used was a 1 to 6 scale, indicating that 1-2 was permissive, 3-4 was mid-level coercive, and that 5-6 was coercive. The results show that in Central America, Costa Rica was rated as permissive in the study. The data for the Central American countries follows.

**TABLE 8**

**LEVEL OF COERCION, PERIOD 1955-1961 IN CENTRAL AMERICA**

<table>
<thead>
<tr>
<th>Degree of Political Stability</th>
<th>Permissive (1-2)</th>
<th>Mid-Level Coercive (3-4)</th>
<th>Coercive (5-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>Permissive</td>
<td>Mid-Level Coercive</td>
<td>Coercive</td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
<td>Nicaragua</td>
<td></td>
</tr>
<tr>
<td>Guatemala</td>
<td></td>
<td>Honduras</td>
<td></td>
</tr>
</tbody>
</table>

Economy

Central American economy is agricultural. Its basic pattern remains today much the same as was found in the colonial period. The physical geography of the region governs this major
activity. Methods of subsistence cultivation have not changed appreciably; however, that of large-scale farming has. During the colonial period the raising of stock and the cultivation of indigo and cocoa formed the economic cornerstone of the Central American provinces. Today the growing of coffee in the tropical highlands, the large banana plantations in the Caribbean lowlands, and the mechanized cotton farming on the large estates in the hot Pacific plains, make up the key elements of the economy of the region. Large-scale agricultural pursuits, indeed, form a contrast to the subsistence farming found throughout the region. However, the three major agricultural commodities; coffee, bananas, and cotton which are grown on the best lands in the region and bring in the largest amount of foreign exchange, supply no food to the area.

Blanksten indicates in his writing on Latin America that most of the economies are underdeveloped; that the land plays a disproportionately large role in the region's economy; that the area is one of the world's major sources of raw materials; and that in Central America, in contrast to other areas of Latin America, foreign investment has been principally in land.

It is recognized that two principal agents of change have been trade and commerce, not only through the contacts required to trade with other people and nations but also through the
commodities which are traded. These commercial relations have provided a stimulus to communicate with others and have given impetus to forms of interchange—social, political, and cultural.

Blanksten states that:

In much of Latin America, economic development may be regarded as the most effective avenue of change in mid-twentieth century. As economic development multiplies the opportunities open to the people of Latin America it broadens their horizons, gives them new roles and alters their patterns of expectations. 24

These generalizations of Blanksten's for Latin America as a whole, are particularly applicable to the Central American countries.

In thinking about the economy of Central America it would be helpful to keep in mind that: 25

1. All of the countries have a relatively low per capita income, which in 1965 ranged from US$208 to US$375;

2. The region has been characterized by frequent substitutions of one government for another, through means other than constitutional, especially in recent years, in the countries of Honduras and Guatemala:

3. The rate of population growth is among the highest in the world, which averaged 3.48 per cent for the region during the period 1953-1958;

4. The literacy rate was from 29.4 to 79.4 per cent for the population age 15 years and over in 1950;
5. Agriculture in 1963 employed from 48.9 to 63.5 per cent of the labor force;

6. Agriculture produced during the period 1955-60, from 30.7 to 47.7 per cent of the gross domestic product;

7. The majority of the exports are based on principally a single agricultural product such as coffee, bananas, or cotton; and,

8. There is a dependence upon agricultural products to earn foreign exchange which is then used to import manufactured consumer and capital goods, industrial materials, oils and other commodities.

The gross national product of the Central American countries in 1962, ranged from US$402,500,000 to US$1,092,100,000 with a per capita income range of the highest in Costa Rica of US$375.20 to the lowest in Honduras of US$207.40. A substantial increase is shown in the gross national product for the year 1965 over that of 1962. However, due to the population increase in the region, the per capita income growth was raised very little; from the high in Costa Rica of US$376.10 to the low of US$208.30 in Honduras. The increase in Costa Rica was only US$.90. Regarding the gains and losses in per capita income during the period 1963-1965, Guatemala had the greatest increase, that of US$31.80; Nicaragua was next with an increase of US$26.40; Costa Rica and Honduras both had
an increase of US$. 90; El Salvador was the only country to have a
decrease which was US$. 10. (Ref. Items 1-4, Table 11, p. 58.)

The rate of increase of the gross national product by eco-
nomic sector indicates that in Nicaragua a substantial increase was
made with a total of 18.5 per cent for all sectors with the greatest
increase in the industrial sector. Costa Rica ran second with its
greatest increase in the services sector. It is interesting to note
that in all countries the increase in the industrial and service
sectors was greater than in agriculture, which could lead one to
speculate that there is a concerted effort to diversify the economy
of the region. (Ref. Item 5, Table 11, p. 58.)

The cost of living index based on 100 in 1953, rose sub-
stantially from 1950 to 1959. In 1950 the low was 74 in Nicaragua,
with a high of 95 both in Costa Rica and in Guatemala. In 1959 the
low was 105 in Guatemala and the high 116 in Nicaragua. The lowest
increase was 10 in Guatemala; the highest of 42 was in Nicaragua.
Nicaragua moved from the lowest in 1950 to the highest in 1959; in
contrast, Guatemala moved from the highest in 1950 to the lowest
in 1959. (Ref. Item 6, Table 11, p. 58.)

Agriculture is still far ahead of any other sector in con-
tributing to the gross national product with Guatemala having the
lowest percentage of 30.7 and Honduras having the highest percent-
age of 47.7 during the period 1955-1960. (Ref. Item 7, Table 11,p. 59)
The greatest use of the gross national product is private consumption, with ranges from 75.8 per cent in Costa Rica to 81.6 in Guatemala. In all countries in the region there are more commodities imported than exported, making a deficit in each country which ranges from minus 1.3 per cent in Honduras to minus 6.6 per cent in Costa Rica. This deficit is a problem for each of the countries and attempts are being made to eliminate it. (Ref. Item 8, Table 11, p. 59.)

The principal source of governmental receipts is through indirect taxes. In all countries these indirect taxes are well over 60 per cent. From taxes on income and property, Costa Rica has the largest percentage of income (20 per cent), more than any country in Central America, while Guatemala has the lowest (10 per cent). (Ref. Item 9, Table 11, p. 60.)

During the period, 1957-1959, coffee was the commodity which Costa Rica, El Salvador, and Guatemala depended upon most for their export market. Bananas was Honduras' major export commodity, with cotton for Nicaragua. (Ref. Item 10, Table 11, p. 60.)

Trade within the Central American Common Market has become a significant enterprise for all Central American countries. The intra-regional trading in Central America has become recognized as one of the most advanced movements toward economic
integration among the developing nations. The rationale behind this economic integration is that the countries are too small to be economically efficient in isolation. Three of the countries imported less than they exported (Costa Rica, El Salvador, and Guatemala) from other member states of the Common Market. However, two countries imported more from their neighbors than they exported to them (Honduras and Nicaragua). Export items from Costa Rica, El Salvador, and Guatemala were mainly manufactured goods, and from Honduras and Nicaragua, the export items were predominantly agricultural. (Ref. Item 11, Table 11, p. 60.)

Trading partners of the Central American countries are: first, the United States and Canada; second, Western Europe, principally West Germany; third, Latin America; and fourth, the rest of the world. Within this last category the main country is Japan. Trade with the United States and Canada represents more than 50 per cent of the exporting and importing from Central America, with Guatemala being the largest account and Nicaragua the smallest. (Ref. Item 12, Table 11, p. 61.) The following table identifies the exports from Central America during the period 1955-1960 in percentages, indicating the rank order of the country as an exporter of the commodity.
### TABLE 9

**CENTRAL AMERICAN EXPORTS**  
**PERIOD 1955-1960**  
*(Approximate Percentages)*

<table>
<thead>
<tr>
<th>Commodity</th>
<th>Per Cent</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>55.2</td>
<td>El Sal</td>
<td>Guat</td>
<td>CR</td>
<td>Nic</td>
<td>Hon</td>
</tr>
<tr>
<td>Bananas</td>
<td>17.2</td>
<td>Hon</td>
<td>CR</td>
<td>Guat</td>
<td>Nic</td>
<td>El Sal</td>
</tr>
<tr>
<td>Cotton</td>
<td>10.6</td>
<td>Nic</td>
<td>El Sal</td>
<td>Guat</td>
<td>Hon</td>
<td>CR</td>
</tr>
<tr>
<td>Wood</td>
<td>2.5</td>
<td>Hon</td>
<td>Nic</td>
<td>Guat</td>
<td>CR</td>
<td>El Sal</td>
</tr>
<tr>
<td>Meat</td>
<td>0.6</td>
<td>Nic</td>
<td>CR</td>
<td>Hon</td>
<td>Guat</td>
<td>El Sal</td>
</tr>
<tr>
<td>Sugar</td>
<td>0.7</td>
<td>Nic</td>
<td>El Sal</td>
<td>CR</td>
<td>Guat</td>
<td>Hon</td>
</tr>
<tr>
<td>Cocoa¹</td>
<td>1.3</td>
<td>CR</td>
<td>Guat</td>
<td>Nic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other²</td>
<td>11.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Code:**

- CR - Costa Rica
- El Sal - El Salvador
- Guat - Guatemala
- Hon - Honduras
- Nic - Nicaragua

¹Nicaragua and Honduras do not export this commodity.

²Data not available to develop a rank order of country.

During the same period (1955-1960), the commodities which were imported were principally those shown in the following table.
 TABLE 10

CENTRAL AMERICAN IMPORTS
PERIOD 1955-1960
(Approximate Percentages)

<table>
<thead>
<tr>
<th>Consumer Goods:</th>
<th>Capital Goods:</th>
<th>Intermediate Goods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.1%</td>
<td>23.7%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>

| Foodstuffs 12.3% | Machinery and automotive equipment 23.7% | Raw Materials 1.5% |
| Beverages and tobacco 1.1% | Fuels 7.6% | |
| Manufacturers classified by materials 28.4% | Oils and fats 0.7% | Chemical products 15.4% |
| Other manufacturers 9.3% | |

Regarding the relative distribution of the labor force according to economic sectors in 1950 and 1963, agriculture utilized the largest percentage of the labor force, services the next lowest, and industry, the least. Of the countries in the region, Guatemala had the highest percentage of the labor force in agriculture; Costa Rica, the smallest. Changes in this distribution were principally from agriculture to services, with Nicaragua making the greatest change. Differences in the industrial sector from 1950 to 1963 range from no change in Guatemala to a change of 3.6 in El Salvador. (Ref. Item 13, Table 11, p. 61.)
Costa Rica far surpasses the other countries, which are all relatively the same, with the exception of Honduras, in the employment of the economic active population in professional, managerial, clerical, and commercial occupations. These are the occupations which require the greatest amount of educational preparation. Honduras employs the most in the category of farmers and Costa Rica the least; precisely the opposite is the case for these two countries in the employment of laborers. (Ref. Item 14, Table 11, p. 62.)

In the distribution of the labor force according to educational level, Costa Rica again far surpasses the other countries in the region. In Costa Rica there is the largest percentage of people having university, secondary, and primary educations. The country having the least percentage of its labor force with university, secondary, and primary education is Honduras. This correlated with the data regarding the economic active population according to occupations; Costa Rica has the largest percentage in occupations which require the greatest amount of education, and Honduras has the least. (Ref. Item 15, Table 11, p. 62.)

In addition to the data and information thus far presented, principally on a regional basis, there are some significant data and information which will be discussed briefly on an individual country basis.
### TABLE 11

**SOME BASIC DATA FOR CENTRAL AMERICA**

**Economy**

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GNP (in millions of US $ 1962)</td>
<td>484.7</td>
<td>663.9</td>
<td>1,092.1</td>
<td>426.1</td>
<td>402.5</td>
</tr>
<tr>
<td>2</td>
<td>Per Capita Income (US $ 1962)</td>
<td>375.2</td>
<td>257.2</td>
<td>268.0</td>
<td>207.4</td>
<td>265.6</td>
</tr>
<tr>
<td>3</td>
<td>GNP (in millions of US $ 1965)</td>
<td>585.9</td>
<td>774.1</td>
<td>1,365.5</td>
<td>485.9</td>
<td>491.2</td>
</tr>
<tr>
<td>4</td>
<td>Per Capita Income US $ 1965</td>
<td>376.1</td>
<td>257.1</td>
<td>299.8</td>
<td>208.3</td>
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<td>4.3</td>
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<tr>
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<td>Industry</td>
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<td>4.0</td>
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<tr>
<td></td>
<td>Services</td>
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<td>5.7</td>
<td>4.3</td>
<td>4.5</td>
<td>6.7</td>
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<tr>
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<td>Total</td>
<td>17.7</td>
<td>13.8</td>
<td>11.3</td>
<td>12.1</td>
<td>18.5</td>
</tr>
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<td>6</td>
<td>Cost of Living Indices (1953=100)</td>
<td>1950</td>
<td>1959</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>95</td>
<td>113</td>
<td>82</td>
<td>107</td>
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</tr>
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<tr>
<td>7</td>
<td>Origins of GDP by Economic Sector Period 1955-60 (per cent)</td>
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<td></td>
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<td>Agriculture</td>
<td>35.8</td>
<td>37.5</td>
<td>30.7</td>
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<td>Manufacturing and Construction</td>
<td>20.7</td>
<td>20.8</td>
<td>17.0</td>
<td>23.8</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>Commerce, transport and communications</td>
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<td>21.8</td>
<td>30.3</td>
<td>18.6</td>
<td>24.2</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>28.4</td>
<td>19.9</td>
<td>22.0</td>
<td>9.9</td>
<td>14.4</td>
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<td>8</td>
<td>Uses of GDP period 1955-60 (per cent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Private Consumption</td>
<td>75.8</td>
<td>76.6</td>
<td>81.6</td>
<td>78.2</td>
<td>78.9</td>
</tr>
<tr>
<td></td>
<td>Government (excluding investments)</td>
<td>10.9</td>
<td>12.0</td>
<td>7.6</td>
<td>9.3</td>
<td>7.9</td>
</tr>
<tr>
<td></td>
<td>Gross Investment</td>
<td>18.9</td>
<td>13.0</td>
<td>14.6</td>
<td>13.8</td>
<td>15.2</td>
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<tr>
<td></td>
<td>Exports minus Imports</td>
<td>-6.6</td>
<td>-1.6</td>
<td>-3.8</td>
<td>-1.3</td>
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### TABLE 11—Continued

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<th>Item</th>
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<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Governmental Receipts (per cent)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Taxes on income and property</td>
<td>20.0</td>
<td>17.5</td>
<td>10.0</td>
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<td></td>
<td>Indirect taxes</td>
<td>66.0</td>
<td>70.0</td>
<td>68.0</td>
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<td>22.0</td>
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<td>27.0</td>
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<td>10</td>
<td>Export dependency on Single Commodity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1957-1959</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commodity</td>
<td>Coffee</td>
<td>Coffee</td>
<td>Coffee</td>
<td>Bananas</td>
<td>Cotton</td>
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<tr>
<td></td>
<td>Per cent of total exports</td>
<td>51.0</td>
<td>72.0</td>
<td>72.0</td>
<td>51.0</td>
<td>39.0</td>
</tr>
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<td>11</td>
<td>Trade within Central American Market (per cent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1965</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Imports</td>
<td>13.0</td>
<td>30.0</td>
<td>19.0</td>
<td>20.0</td>
<td>13.0</td>
</tr>
<tr>
<td></td>
<td>Exports</td>
<td>15.0</td>
<td>33.0</td>
<td>23.0</td>
<td>12.0</td>
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Note: The table continues with more data as needed.
### TABLE 11--Continued

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<th>El Salvador</th>
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<tr>
<td>12</td>
<td>Trading Partners</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>1957-1959 (per cent)</td>
<td></td>
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**Exports to:**

<table>
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<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. and Canada</td>
<td>58.0</td>
<td>41.0</td>
<td>66.0</td>
<td>65.0</td>
<td>36.0</td>
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<tr>
<td>Latin America</td>
<td>7.0</td>
<td>7.0</td>
<td>5.0</td>
<td>18.0</td>
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<tr>
<td>Western Europe</td>
<td>35.0</td>
<td>41.0</td>
<td>28.0</td>
<td>14.0</td>
<td>43.0</td>
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<tr>
<td>Rest of the world</td>
<td>-</td>
<td>11.0</td>
<td>1.0</td>
<td>3.0</td>
<td>14.0</td>
</tr>
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</table>

**Imports from:**

<table>
<thead>
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<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. and Canada</td>
<td>55.0</td>
<td>50.0</td>
<td>61.0</td>
<td>60.0</td>
<td>57.0</td>
</tr>
<tr>
<td>Latin America</td>
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<td>15.0</td>
<td>9.0</td>
<td>11.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Western Europe</td>
<td>28.0</td>
<td>30.0</td>
<td>25.0</td>
<td>16.0</td>
<td>21.0</td>
</tr>
<tr>
<td>Rest of the world</td>
<td>9.0</td>
<td>5.0</td>
<td>5.0</td>
<td>13.0</td>
<td>10.0</td>
</tr>
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</table>

13 Relative Distribution of the Labor Force according to Economic Sectors (per cent)

<table>
<thead>
<tr>
<th></th>
<th>1950</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Agriculture</td>
<td>56.5</td>
<td>63.1</td>
<td>68.2</td>
<td>68.0</td>
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<td></td>
<td>Industry</td>
<td>16.6</td>
<td>14.7</td>
<td>14.5</td>
<td>9.3</td>
</tr>
<tr>
<td></td>
<td>Service</td>
<td>26.9</td>
<td>22.2</td>
<td>17.3</td>
<td>22.7</td>
</tr>
<tr>
<td>No.</td>
<td>Item</td>
<td>Costa Rica</td>
<td>El Salvador</td>
<td>Guatemala</td>
<td>Honduras</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------------</td>
<td>-------------</td>
<td>-----------</td>
<td>----------</td>
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<tr>
<td>13</td>
<td>continued</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td>Agriculture</td>
<td>48.9</td>
<td>60.0</td>
<td>63.5</td>
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<td>Industry</td>
<td>18.0</td>
<td>18.3</td>
<td>14.5</td>
<td>10.1</td>
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<td></td>
<td>Service</td>
<td>33.1</td>
<td>21.7</td>
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<td>26.6</td>
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<td>14</td>
<td>Economic Active Population, according to occupations 1963 (per cent)</td>
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<tr>
<td></td>
<td>Professional</td>
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<td>2.5</td>
<td>2.4</td>
<td>2.7</td>
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<tr>
<td></td>
<td>Managerial</td>
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<td>0.6</td>
<td>0.6</td>
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<tr>
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<td>2.8</td>
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<td>5.2</td>
<td>5.6</td>
<td>4.0</td>
</tr>
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<td>Farmers</td>
<td>46.8</td>
<td>59.9</td>
<td>62.7</td>
<td>70.3</td>
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<td>Laborers</td>
<td>34.0</td>
<td>28.8</td>
<td>25.9</td>
<td>20.1</td>
</tr>
<tr>
<td>15</td>
<td>Distribution of the Labor Force according to education level 1963, (per cent)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>1.4</td>
<td>0.3</td>
<td>0.6</td>
<td>0.5</td>
</tr>
<tr>
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<td>Secondary</td>
<td>4.9</td>
<td>2.1</td>
<td>1.4</td>
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<td></td>
<td>Primary</td>
<td>22.4</td>
<td>11.3</td>
<td>7.2</td>
<td>5.6</td>
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<tr>
<td></td>
<td>Other</td>
<td>71.3</td>
<td>86.3</td>
<td>90.8</td>
<td>91.7</td>
</tr>
</tbody>
</table>
Costa Rica is considered to be one of the most advanced of the Central American republics socially and politically; however, as with the other countries, her economic situation does not merit the same rating. Her industrial gains have not yet made much impact on her economy; she still relies on the exportation of her agricultural products. The majority of her arable land is under cultivation. This means that in the near future her fast-growing population will have to turn to other pursuits.

Costa Ricans not only enjoy the highest per capita income in Central America today; but also the most evenly distributed income in the entire region. Taxation is better developed in Costa Rica than most of the other countries, with a larger share derived from income and property taxes than the other countries in the region.

There are some government monopolies in Costa Rica; namely, in the production of alcohol, in banking, and in insurance. It is noteworthy that Costa Rica is the only country outside the socialist block to have nationalized its banks.

Costa Rica lacks the iron and coal necessary for heavy industry. Non-ferrous metal deposits are considered insignificant and have not been exploited. Neither has commercial oil been found.
Costa Rica was the first country in the region to have bananas and coffee introduced as a cash export crop. Bananas were introduced in 1899 by the United Fruit Company who and have since gained control of the production.

Participation in the Central American Common Market is hoped to result in a favorable economic position for Costa Rica.

El Salvador

The economy of El Salvador is highly dependent upon a steadily increasing foreign capital investment, as well as upon the price paid for its exports which in turn depend largely upon a fluctuating world market. The economy can be considered heterogeneous since there is a small percentage of subsistence farming which has changed very little since the colonial period; the large estates which produce the commodities for internal consumption; and a sector of nascent capitalism, which is not only the largest sector but which produces the products for export.

Most of the arable land in El Salvador is already under cultivation; however, only on the lands where the principal export crops are being produced can it be said that the land is being worked with maximum efficiency. Since El Salvador does not have either iron or coal, its economic progress and diversification from agriculture is oriented toward secondary industry, that of producing products for agriculture.
The problem of ownership of land is considerable. Remnants of a feudalistic society are evident in the inequitable land distribution. In fact, some of the land is operated today in the manner of the feudal or semi-feudalistic estate. Estimates indicate that over 90 per cent of the people are landless and either pay rent for the land they work, or work as day laborers. Clearly this is the result of the continuance of an archaic system of ownership.

As in Costa Rica, the Central American Common Market holds great expectations for El Salvador in the improvement of its economic position.

Guatemala

There are several problems which have contributed to the slow growth of the economy and the uneven distribution of wealth in Guatemala. The first is that very few changes have taken place in the system of land tenure and agricultural production. The second is that a large segment of the population is Indian. The Indians have not been integrated into the social or economic life of the country. Other problems are: dependence on a few export products, the returns on which are governed by a fluctuating world market; tax reform; balance of payments and little or no curb on imports.

Although the per capita income in Guatemala is more than US$300, over 60 per cent of the population enjoys less than US$83,
while less than 10 per cent of the population has a per capita income of in excess of US$2200. This uneven distribution is not only an economic problem but also a social and political one.

The long-term investment in nickel deposits in the Lake Izabel area and the natural gas deposits (not yet exploited) in the Peten area may have a great impact in the future economic picture of the country. Although these deposits show promise as do the trend toward industrialization principally for the Central American Common Market, the problem of land reform, of agriculture production and diversification, and taxation will require a concentrated study. Through reforms Guatemala will be able to improve substantially the economic picture of its country.

Honduras

One of the most important contributions to the future economic progress in Honduras is the four cross-country highways now under construction with completion programmed for the near future. These highways will open up areas of Honduras which were almost completely cut off from communication with the highly populated areas of the country. In addition to making new investments, the United Fruit Company has united with its competitor, the Standard Fruit Company on the Caribbean coast. This has provided a new stimulus resulting in the rapid growth of San Pedro Sula on the north
coast. At the present time, San Pedro Sula is considered to be the fastest growing city in Central America.

One of the major problems in Honduras similar to that of most of the countries in the region except Costa Rica is that of the uneven distribution of income. The development of an interstructure and agriculture diversification are major items of attention essential to the improvement of the Honduran economy.

Nicaragua

This country is only beginning to emerge from an economy of the most meager subsistence. For many years Nicaragua did very little about the introduction of coffee and bananas which were being exported by the other Central American countries as agricultural products. When bananas were first introduced in the 1920s, they failed due to the plant disease in the 1930s. The mining and exporting of gold has been an important factor in the economy for over a quarter of a century. Today the major export is cotton, with coffee, meat, sugar, lumber, and sesame playing an important role.

A National Development Institute and the National Planning Office, both of which were created in the 1950s, are key agencies in the future economic development of the country. These and other planning agencies are attempting to cure the ills of the past business disorders.
One of the major problems, as in the other countries of Central America, is that of unequal distribution of income. It is reported that 25 per cent of the income finds its way into the hands of only one per cent of the people. This problem is being attacked partially through income tax laws, social security, and agrarian reform.

Aid

The Republics of Central America are the recipients from various sources of aid to assist in the development of the region. One of the major reasons for providing this assistance is to enable these countries to help themselves advance as developing nations. Their determination to make a success of the Common Market is reassuring. Assistance at this time promises to be beneficial and will help in achieving results. In this section the assistance discussed is limited to that of the government of the United States and voluntary agencies, missions, and foundations of the United States. The reasons why this discussion on aid is limited to that provided by the United States are twofold: first is that data on United States aid to Central America is available; and second, according to Hayter, "Latin America receives significant aid only from the United States and that aid from other countries has little more than symbolic value."
United States Government Assistance

The United States government provides assistance to the countries of Central America through various means. The major assistance is provided under the Foreign Assistance Act of 1961. This act is administered by the Agency for International Development (AID) which is an autonomous agency within the United States Department of State. In each of the Central American countries there is a local mission of the Agency for International Development which is responsible for the various activities of the agency in that country.

These activities are generally in the operation of joint projects or programs, in economic planning, education, public health, industrial development, agriculture, public administration, development of human and natural resources, housing, transportation, leadership training, security, organization of cooperatives, and other activities. In most cases the assistance is provided in the form of funds as grants or loans, technical assistance, commodities, and participant training. Guatemala has received the major share of assistance from AID in Central America during the period July 1, 1959 to December 31, 1963.

In addition to the AID missions in each country, there is the Regional Office for Central America and Panama (ROCAP). The office is charged with the operation of regional activities to
help strengthen the concept of economic, social and cultural integration within the region. Some of the activities of ROCAP may be in conjunction with the respective country AID missions. An example of this type of activity is the Elementary School Textbook Project. This project has an objective to provide the students in the governmental schools of the countries in the region with textbooks, in Spanish, written by local authors covering each of the basic subject areas taught in the Elementary School of Central America. ROCAP is responsible for the writing of books by local authors, printing the pilot edition, its review and evaluation, revisions; finally, the production of offset plates to reproduce the book itself. These plates are then turned over to the country AID missions, who, in conjunction with the Ministry of Education, print the required number of books, train the teacher in its use, distribute it, and follow up on its use and evaluation.

Another major activity is the operation of the Export-Import Bank (EXIMBANK). This bank was organized in 1934 and became the major channel for loans. This bank is a public institution which is empowered to borrow from the United States Treasury for its operational funds. Loans usually are made on the terms of 5 1/2 per cent interest repayable between ten and twenty years. 34
The Food for Peace Program is operated jointly by the Agency for International Development and the Department of Agriculture, under the Agriculture Trade Development and Assistance Act of 1954 (Food for Peace or PL 480). Under this act commodities are sold for local currencies. The United States retains approximately 20 per cent of these funds for its own use in the countries where the commodities are sold. The remainder of the funds are either loaned or granted for use of development projects or programs. Part of these commodities may also be used for famine relief, school-lunch programs, as well as food for work to help stimulate community development projects. CARE and Catholic Relief Services are engaged in the school lunch programs in most of the Central American countries, using PL 480 food. They act as agents of the United States in these activities. El Salvador has been the recipient of the largest amount of aid under this program.

The Special Fund for Social Development (Social Progress Trust Fund) was created to contribute capital resources and technical assistance on flexible terms and conditions, including repayment in local currency, to support the efforts of those Latin American countries which are prepared to initiate or expand effective institutional improvements and to adopt measures to
improve the use of their own resources to achieve both greater social progress and a more balanced economic growth. The United States is the sole contributor to the Fund for Social Development. El Salvador has made the largest amount of loans from the Fund during the period July 1, 1959 to December 31, 1963.

All the countries of Central America have received assistance in the building of the Inter-American Highway. However, during the period July 1, 1959 through December 31, 1963, El Salvador and Honduras did not receive any assistance.

The Peace Corps which provides technical assistance through its volunteers on a two-year assignment in the country has provided assistance to all Central American countries with the exception of Nicaragua. These volunteers have been engaged in activities such as community development, basic education, literacy training, health, social welfare, agriculture, development of cooperatives and credit unions, and many others. Through their efforts, these volunteers have stimulated a great deal of interest and activity on the part of the people, principally in the rural areas. (Ref. Item 1, Table 12, p. 74.)

United States, Voluntary Agencies, Missions and Foundations

In each of the Central American Republics there are a number of U.S. non-profit organizations, participating in many
facets of technical assistance. These organizations cooperate with various groups, including official governmental agencies in carrying out their activities. For example, Catholic Relief Services, which has an office in each country, are involved in supply of equipment, material aid and relief; social welfare; cooperatives and credit unions; food production and agriculture; medicine and public health. In carrying out their activities, Catholic Relief Services cooperates with the U. S. Government from which it obtains donated food; the government of the country involved provides inland transportation; church groups distribute commodities and organize various activities. Other agencies such as CARE, church groups, credit or cooperatives operate in a similar manner.

Some of the agencies operate clinics; administer popular information programs; provide scholarships for students; assist in basic or fundamental education including literacy programs; donate funds for the support of university programs; operate schools; supply tools and equipment for community development or schools; train local personnel; provide care for orphans or destitute persons; organize cooperatives and credit unions; demonstrate techniques in food production and processing; provide leadership training, and foster many other activities. (Ref. Item 2, Table 12, p. 75.)
TABLE 12

SOME BASIC DATA FOR CENTRAL AMERICA

<table>
<thead>
<tr>
<th>No. Item</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
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<td>1 United States</td>
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<tr>
<td>Government Economic Assistance</td>
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<td>(July 1, 1959-Dec. 31, 1963)</td>
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<td>commitments and loans in thousands of U.S. $</td>
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<td>27,200</td>
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<td>Peace Corps(c)</td>
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TABLE 12—Continued

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<th>No.</th>
<th>Item</th>
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<th>Guatemala</th>
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<th>Nicaragua</th>
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<td>2</td>
<td>United States Non-Profit Organizations Participating in Technical Assistance in 1963, in countries indicated by x(d)</td>
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<tr>
<td></td>
<td>CARE( )</td>
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<td>-</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Catholic Services</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Maryknoll Fathers</td>
<td>-</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Maryknoll Sisters</td>
<td>-</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>Moravian Church</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Benedictine Fathers</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
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<td>W. K. Kellogg Foundation</td>
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<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

(a) Includes new authorizations since 1960 only

(b) Includes Rama Road

(c) Excludes small expenditures for 1961

(d) There are many more organizations than listed under this heading. Those listed are the largest and most widely known and have activities in two or more countries in Central America.

(e) Cooperative for American Relief Everywhere
In conclusion it is evident that each of the Central American countries have been the recipients of substantial assistance from the United States. This assistance has been technical, financial, and advisory in nature. Financial assistance has been in the form of loans and grants. The major portion of assistance prior to this decade has been provided on an individual country basis. Today assistance is being provided to individual countries and to the region with emphasis on programs which support the integration movement in all of its facets.
SECTION II

EDUCATION IN CENTRAL AMERICA
AS A REGION

The first section, an overview of historical, geographical, social, cultural, political and economic data and information served to introduce the reader to Central America, itself: its lands and its people.

This second section introduces the reader to education in Central America on a regional basis and includes the following:

First, a discussion of various aspects of education in the region through a comparative summary, in which the following topics are included: its history, aims, educational system, administration, teacher training and pre-primary, primary, secondary and higher education levels;

Second, tables identifying by countries, the programs of study available in Central America, for all levels of education; a comparison of time allotted in each country for the subjects in the general school curriculum; a comparison of higher educational enrollments in Central America; and, expenditures on education in Central America.
Third, a discussion on the role of the Church in education in Central America; and,

Fourth, the influence on education of the Indian population and indigenous languages of Central America.

**Comparative Summary of Education in Central America**

**History**

During the colonial period, education was best attended to in Guatemala. Schools were established by the friars soon after they arrived. The first university in Central America was founded in 1676 in Antigua, Guatemala. In the other countries, very little attention was paid to providing education to the colonists or for the indigenous people. Of the five countries, probably the most poorly attended to was Honduras, where the cultural level was considered quite low and education was disregarded.

Nicaragua fared second to Guatemala, in that the second university in Central America was founded in Leon in 1812, the outgrowth of a seminary instituted in 1670 and where university-level programs were offered. The students from the seminary were examined at the university in Guatemala where successful candidates had their degrees conferred. During the colonial period students from the other Central American countries studies at these two universities as well as in Europe.
Records indicate that at the time of the independence from Spain in 1821, for the most part very little had been done to provide education throughout the region. Even at the time of separation from the Central American Federation in 1839 there had been little improvement. For example, in Nicaragua where a university had been established there were only a few rudimentary schools that had been established by religious orders. El Salvador depended on the Lancasterian system until 1887.

Costa Rica appears to have taken the lead in an effort to provide education for its citizens, through constitutional provision. Since 1844 the government of Costa Rica has provided education for its people. To become educated is considered a citizen's right. Costa Rica's constitution of 1869 went still further. Among other things it established the principle of free, compulsory primary education supported by public funds. In 1871, Guatemala declared education to be obligatory and free of cost. Nicaragua followed in 1875 promulgating the same policy. Later Honduras and El Salvador adopted similar policies.

Following the declaration of these policies in their respective constitutions, each of the countries developed public education laws or codes. These laws have been revised from time to time. At present, all the countries have fundamental and/or organic education laws which form the basis for the operation of their respective educational systems.
Aims

The aims of education are essentially the same in each of the countries of the region. These aims seek to form citizens who love their country and who respect the democratic ideal; who are conscious of their obligations, their rights and liberties; who have a profound sense of responsibility and a true respect for human dignity; who contribute to the discovery of the human personality; seeing that the democracy which they develop has concern for the individual, the community, the nation and the world. Furthermore, the Central American countries hope that proper education will form individuals who will take part in the development of every phase of life of their country; giving due appreciation to their heritage, their culture and their history; conserving the physical health of their citizens and at the same time afford to all the stimulation to develop talents and to use free time profitably.

The Educational System

The system of education in each of the countries is the same with regard to the levels of education. There are four levels of education: pre-primary, primary, secondary and higher. The system of education is considered to be an integral process correlated with all levels. In each of the countries the educational system comprises two fundamental aspects: (1) that which is
imparted in the school; and (2) that which is imparted through extra
curricular or cultural experiences gained through institutions such
as libraries, museums, visits, and other means of diffusion and
cultural formation.

In all the countries, it is felt that there should be a close
relationship between the school and the community and that the
school should assist in the development of the community as well
as the country, in order to effect cultural, economic and social
progress.

In each country there is an educational council on a very
high level, which is responsible for policy making and guiding of
the educational process in the country. It appears that the Super­
ior Council of Education as known in Costa Rica plays a most sig­
nificant role and is unique among similar councils in the region.
In Costa Rica this council, among other functions, authorizes
plans of study and programs of instruction for different levels and
types of education. Furthermore, it is noteworthy that in Costa
Rica this council ranks above the Ministry of Education. In the
other countries of the region, these councils function as advisory
groups to develop guidelines or to evaluate quantative aspects of
education. Moreover, these councils belong to the Ministry of Ed­
ucation portending complete or partial control by the Minister of
Education.
In each country of the region there are both private and public schools on all levels. Establishment of private schools is encouraged; however, these schools are subject to inspection and are required to conform to the curriculum of the State. Generally the directors of private schools have to be citizens of the country in which the school is established.

The state is responsible for providing funds from the national budget for the operation of the public schools. A limited amount of money comes from municipal funds.

The medium of instruction in the schools throughout the region is Spanish. Foreign languages are allowed to be taught as a part of the curriculum and are generally offered on secondary and higher education levels.

Throughout the region the professional freedom of the teacher is respected so long as it does not conflict with the principles of democracy, decency and order.

In one form or another, education laws provide that any industrial, commercial, or agricultural enterprise providing housing for its workers and their families, is also responsible to provide educational facilities for the children of the workers. From country to country the policy varies as to the number of children required to organize a school as well as the type of school necessary.
Administration

The administration of education throughout the region is highly centralized in the Ministry of Education. The Minister of Education is a member of the presidential cabinet and is charged with the management of the educational system in accordance with the laws of the country.

The Ministry of Education is generally comprised of both administrative and technical personnel, responsible for the various levels and aspects of education as well as cultural matters.

A key office which has been established during this decade in each of the countries is the Educational Planning Office. This office is a part of the Ministry of Education. It is responsible for the integral educational planning and for coordinating its activities both within the Ministry of Education and with the National Economic Planning Organization. This office keeps abreast of educational innovations under experimentation and in practice, regionally as well as in other parts of the world. Most often this office is responsible for the educational statistics generated within the Ministry of Education.

In all the countries there are certain schools which do not come under the Ministry of Education. These schools are organized for the purpose of providing specialized training and come under the direction and operation of a particular ministry.
Examples of these schools are: Military Schools under the Ministry of Defense; Public Health and Nursing Schools under the Ministry of Public Health; Social Service Schools under the Ministry of Labor or Social Welfare; and Agriculture Schools under the Ministry of Agriculture.

Boards and committees of education as understood in the United States are not found in the region. There are, however, committees which have some functions similar to their counterparts in the United States. However, except for Costa Rica, these committees are principally charged with the responsibility to promote relations between the school and the community and to foster their integration. In Costa Rica which has the most sophisticated organization there is a school board in each school district as well as an administrative board in each secondary school. These boards have certain rights and can contract obligations for the realization of the aims of the school.

Citizens in the various communities throughout the region are encouraged to form parent-teacher organizations, sponsor construction or maintain schools, or other such groups. These groups organize for a specific purpose and usually for short periods of time.

The various countries in the region are divided into political units and districts, having representatives of the Ministry
of Education to supervise and inspect educational activities in their respective zones of responsibility. Supervision consists of orientation, coordination and evaluation of school work, projects of community development and services of cultural extension. It is the supervisor's responsibility to insure efficient technical organization and administration of the educational establishment. The supervisor is responsible also for providing workshops and other in-service training for teachers in his area as well as for organizing literacy classes for adults. In all countries, private schools are subject to supervision and inspection by personnel of the Ministry of Education.

Public education at all levels is financed by revenue of the national government. There is also some limited support from municipal governments. Ministries of Education administer the funds for the schools under their control. In Honduras some private schools are partially aided by the national government. In all countries except Costa Rica the National Universities receive a percentage of the national budget directly from the Ministry of Finance. In Costa Rica, the National University receives its grant directly from the Ministry of Education. This grant is a part of the overall budget for education in Costa Rica.
Teacher Training

With the exception of Guatemala, pre-primary teachers are generally persons who have primary school teacher training with perhaps some in-service training in pre-primary education, or with no training at all. Guatemala has a normal school, on a post-secondary school level, of two years' duration for pre-primary school teachers. Guatemala is the only country in the region which has this type of normal school.

Primary school teachers are trained at various educational levels throughout the region. Rural and urban primary teachers are trained in separate institutions in Costa Rica, Guatemala, Nicaragua, and El Salvador. In Honduras, all primary school teachers, urban and rural, are trained in the same institutions.

In Costa Rica primary school teachers are trained in post-secondary schools in a two-year program. In the other countries, they are trained in secondary level normal schools. Programs are six years in length in Guatemala, in Honduras and in El Salvador, and five years in Nicaragua. El Salvador offers a four-year program for rural teachers.

Secondary school teachers are offered training in the University in Costa Rica, in Guatemala, and in Nicaragua. In El Salvador and in Honduras they train in post-secondary level normal
schools. In all countries, advanced courses are available for both teachers and administrators at the universities.

Special teachers, as for music, art, physical education and other areas are trained in normal schools or national schools of fine arts and music in the various countries.

In addition, there are special programs such as in Guatemala for the professionalization of empirical teachers who are teaching in many of the schools throughout the region. These courses or programs are considered in-service type training.

Pre-primary Education

Pre-primary education generally starting at the age of four or five years is offered in all countries of the region, for one to three years. The principal objectives of this level of education are to adapt the child to school and social life, to develop confidence within himself, and to assist in his psychobiological development. The methods of Froebel and Montessori are used at this education level. (Ref. Tables 13 and 14, pp. 93-97.)

Primary Education

Primary education throughout the region consists of six grades. It is compulsory and is free in public institutions. The starting age is generally seven years.
The curriculum is designed to include a variety of coordinated and systematic activities to meet the aims of this level of education. These aims are the formation and development of desirable habits, skills, attitudes and sentiments, in accordance with the point of the student's psychological and scholastic development.

In general, the curriculum consists of the following subjects: language (Spanish), reading, penmanship, mathematics, social studies, science, music, arts and crafts, physical education; and, in the rural areas, agriculture and other activities more closely related to rural life. The curriculum, although it is fairly uniform, is flexible enough to allow the teacher to stress those areas which relate most directly to the individual and his community needs.

Although education is secular in Central America, religious instruction is authorized to be taught in the primary school in all countries of the region, during regular school hours. In Costa Rica, alone, it is part of the curriculum and is required for all students. In the other countries, however, religious instruction is optional for those children whose parents request it. (Ref. Tables 13 and 14, pp. 93-97.)
Secondary Education

Secondary education in Central America is organized on a three- to six-year basis, depending on the program of study. In Costa Rica and Nicaragua most programs are on a straight five-year basis. In Honduras, Guatemala, and El Salvador, there are two cycles; the first is a general culture, basic, or pre-vocational cycle of three years; and the second, a diversified or vocational cycle with programs of two or three years. The first cycle is comparable to the junior high school program in the United States.

In general, secondary education is concerned with the integral formation of youth, continuing the formative process of primary education; with providing students with skills that apply directly to employment in professions, trades, and occupations required for the economic and social development of the country; and with preparing students to continue their education at a higher level.

Programs are offered in the general secondary school, which lead directly and immediately to the university; in teacher-training schools (except in Costa Rica); technical and vocational institutes; in commercial schools; as well as in schools or art and music.

The curriculum for the general secondary school, from which students graduate with a diploma of Bachelor of Science and Letters, (except in Costa Rica where there is one curriculum for
the Science diploma and another for the Letters diploma), has been analyzed in this paper and appears on page 98, Table 15. The majority of the courses in the general secondary school are academic in nature.

The curriculum for the other programs, allow half time for academic work and half time for practical work. The latter may take place in shops, commercial establishments, industrial plants, as practice teachers in schools and/or in other situations where the student may apply his theoretical knowledge to real life situations.

Secondary education in the Central American countries is not compulsory. In Costa Rica secondary education is free and in the other countries there is a charge to students. In most countries scholarships are available to students. (Ref. Tables 13-15, pp. 93-98)

Higher Education

In each of the Central American countries the principal institution of higher education is the National University. In all countries the National University is autonomous. With the exception of Nicaragua, this autonomy is based on the Constitution of the country. In Nicaragua it is granted by Executive Decree, which permits change more readily, than in those countries which require the cumbersome procedure of constitutional amendment.
Moreover, in Nicaragua the national auditor has the responsibility to audit the accounts of the University. In the other countries, auditing of university funds is a university function.

An analysis of the professional programs offered at the universities has been prepared and the results are indicated on page 93, Table 13.

A consideration of the administration of the National Universities in Central America follows. In Costa Rica, the Minister of Education is the principal member of the university assembly. This usually administers the university. In Nicaragua, there is a representative of the Minister of Education on the university board which governs the university. In the other three countries, neither the Minister of Education nor any other person in the Ministry has any connection with the administration of the National University. In the latter three countries the National University enjoys autonomy in all respects.

All the universities are governed through various assemblies, boards, councils or committees, which are made up of representatives from the administration, the faculty and the students. The head of the university is the rector.

In Guatemala there are three private universities. These institutions operate through the charter of the National University of San Carlos. In Nicaragua there is a private university which
operates under its own statutes, since this country has no legislation governing private university education. The other countries have a National University only.

In addition to the universities, there are a number of post-secondary institutions, offering non-degree programs in nursing, social work, agriculture, teacher-training, military science and others. These institutions generally operate under the direction of their respective Ministries. An analysis of these programs has been prepared. Results are indicated on page 93, Table 13. (Ref. Tables 14-17, pp. 97-100.)

**The Role of the Church in Education in Central America**

When the nations of Central America became independent they undertook to continue the religious policy which was deeply rooted and coetaneous with the colonial system. Catholicism continued to be the State religion. According to Mecham,

Religion has been one of the most disturbing factors in the history of Central America. The Catholic Church in two of the Central American Republics, Guatemala and El Salvador, has undoubtedly suffered more vicissitudes in its fortunes than in other Latin American countries, with the possible exception of Mexico. ¹

Shortly after independence in 1821, the favored position of the Catholic Church was subjected to attack. Mecham feels that this opposition was largely political, rather than religious. ² The Spanish crown leaned heavily upon the Catholic Church, since the
<table>
<thead>
<tr>
<th>Level and Program</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
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TABLE 13--Continued

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<td>Secondary</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4*</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>3</td>
<td>3*</td>
<td>3</td>
<td>4*</td>
<td></td>
</tr>
<tr>
<td>Seminary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7*</td>
</tr>
<tr>
<td>Social Service</td>
<td>3</td>
<td>3</td>
<td>3*</td>
<td>3</td>
<td>3*</td>
</tr>
</tbody>
</table>

* Reference note page 96.
<table>
<thead>
<tr>
<th>Level and Program</th>
<th>University Level</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>5</td>
<td>5 1/2; 6 1/2*</td>
<td>6</td>
<td>5; 4 1/2*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>5 1/2; 6 1/2*</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>5; 6*</td>
<td>5; 6*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>5 5; 6*</td>
<td>5; 6*</td>
<td>5</td>
<td>5; 6*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5 5-7</td>
<td>6; 5*</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>4-7</td>
<td>5*</td>
<td>5*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>6 5 1/2; 6 1/2*</td>
<td>6</td>
<td>6; 5*</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>5 5; 6*</td>
<td>2-7; 4*</td>
<td>5; 4*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>5</td>
<td></td>
<td></td>
<td>5; 4*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>6 7; 8*</td>
<td>6</td>
<td>5</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>7 7</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Micro-biology</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5 5; 6*</td>
<td>6</td>
<td>6; 5*</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinary</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>5*</td>
<td></td>
</tr>
</tbody>
</table>

* Reference note page 96.
Note

Table developed by author from basic data contained in Figures 8-12, System of Education, pages 121, 138, 155, 175, and 193 of this paper and represented by the figures without an asterisk. This basic data was supplemented by data from UNESCO reports which are represented by the figures with an asterisk. Where the data from both sources do not coincide, both are shown.

The reasons for the differences in figures between the sources are not discernible from available data. A possible explanation for the difference between the figures in the case of El Salvador in the University level programs, is that the UNESCO data indicate that one year of transition studies is required prior to specializing in an area of study, whereas the CSUCA studies do not include this one year of transition studies. In the case of the Agriculture, Post Secondary Level program in Honduras, the program is thirty-three months long and runs eleven months each year, therefore it could be interpreted as a three-or a four-year program. Another possible reason is due to the publication dates of the data, in that CSUCA data were published in 1964 and 1965 and the UNESCO data were published in 1966.
TABLE 14

SOME STATISTICAL DATA FOR EDUCATIONAL PROGRAMS
PUBLIC AND PRIVATE, IN CENTRAL AMERICA
ALL LEVELS, 1961

<table>
<thead>
<tr>
<th></th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-primary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions</td>
<td>88</td>
<td>142</td>
<td>66(d)</td>
<td>42</td>
<td>(f)</td>
</tr>
<tr>
<td>Teaching Staff(a)</td>
<td>208</td>
<td>573</td>
<td>601(d)</td>
<td>84</td>
<td>(f)</td>
</tr>
<tr>
<td>Students</td>
<td>5168</td>
<td>14005</td>
<td>18542(d)</td>
<td>3089</td>
<td>(f)</td>
</tr>
<tr>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions</td>
<td>1691</td>
<td>2571</td>
<td>4014(e)</td>
<td>3384</td>
<td>2270</td>
</tr>
<tr>
<td>Teaching Staff(a)</td>
<td>8254</td>
<td>9482</td>
<td>11597(e)</td>
<td>7241</td>
<td>4801</td>
</tr>
<tr>
<td>Students</td>
<td>212349</td>
<td>312622</td>
<td>325570(e)</td>
<td>222403</td>
<td>175505</td>
</tr>
<tr>
<td><strong>Secondary (all Programs)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions</td>
<td>94</td>
<td>383(c)</td>
<td>245(e)</td>
<td>76</td>
<td>94</td>
</tr>
<tr>
<td>Teaching Staff(a)</td>
<td>1672</td>
<td>475(c)</td>
<td>5174(e)</td>
<td>730</td>
<td>1115</td>
</tr>
<tr>
<td>Students</td>
<td>34824</td>
<td>37474</td>
<td>31355(e)</td>
<td>15702</td>
<td>12796</td>
</tr>
<tr>
<td><strong>University (Degree Programs)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff(a)</td>
<td>360</td>
<td>418</td>
<td>477</td>
<td>n/r</td>
<td>18</td>
</tr>
<tr>
<td>Students</td>
<td>4053</td>
<td>2536</td>
<td>5477</td>
<td>1472</td>
<td>1607</td>
</tr>
</tbody>
</table>

(a) full and part-time teachers
(b) school year 1961-62
(c) incomplete data
(d) not including pre-primary classes attached to primary schools
(e) includes adults in evening programs, institutions, teaching staff and students
(f) included in primary figures
n/r not reported
### TABLE 15

PERCENTAGE OF TIME ALLOTTED TO SUBJECT GROUPS IN THE GENERAL SECONDARY SCHOOL CURRICULUM IN CENTRAL AMERICA

<table>
<thead>
<tr>
<th></th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sci.</td>
<td>Ltrs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>11</td>
<td>13</td>
<td>6</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td>17</td>
<td>9</td>
<td>17</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Literature</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
<td>20</td>
<td>21</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
<td>15</td>
<td>21</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Languages</td>
<td>13</td>
<td>16</td>
<td>10</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Art-Music</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Homemaking or</td>
<td>14</td>
<td>14</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Industrial Arts-Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education--Sports</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

**Note:** The General Secondary School Curriculum is a five-year program beyond the Primary School level and leads directly to the university. In all of the countries except Costa Rica the program is for the Diploma for Bachelor of Science and Letters. In Costa Rica there is a separate curriculum for the Diploma for Bachelor of Science and a separate curriculum for the Diploma for Bachelor of Letters. These both are included for the purposes of comparison with the other countries. The percentages have been developed on the basis of the total program, even though in some of the countries, (Guatemala, El Salvador, and Honduras) there is a basic or common culture cycle for the first three years, and then a two-year vocational cycle for a total of five years of study.
TABLE 16

HIGHER EDUCATIONAL ENROLLMENTS IN THE CENTRAL AMERICAN REPUBLICS 1960-1961

<table>
<thead>
<tr>
<th></th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of universities</td>
<td>1</td>
<td>1</td>
<td>1(^{(a)})</td>
<td>1</td>
<td>1(^{(b)})</td>
</tr>
<tr>
<td>Population in thousands</td>
<td>1,148</td>
<td>2,500</td>
<td>3,600</td>
<td>1,900</td>
<td>1,400</td>
</tr>
<tr>
<td>Higher education enrollments</td>
<td>3,828</td>
<td>2,241</td>
<td>2,908</td>
<td>1,025</td>
<td>1,252</td>
</tr>
<tr>
<td>Ratio of enrollments to each 10,000 of general population</td>
<td>33</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

Notes:

(a) The Catholic University, Rafael Landivar was established in 1961. The University del Valle and University Mariano Galvez were established in 1966, making the total of four universities now functioning in Guatemala.

(b) The University Centroamericana (Catholic) was established in 1960 and began functioning in 1962, making the total of two universities now functioning in Nicaragua.
### TABLE 17

**EXPENDITURE ON EDUCATION, CENTRAL AMERICAN COUNTRIES, 1960**

<table>
<thead>
<tr>
<th></th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
</tr>
</thead>
<tbody>
<tr>
<td>By government in US$, millions</td>
<td>14.3</td>
<td>12.7</td>
<td>16.0</td>
<td>6.7</td>
<td>5.0</td>
</tr>
<tr>
<td>As a per cent of GNP*</td>
<td>3.4</td>
<td>2.51</td>
<td>1.9</td>
<td>1.87</td>
<td>1.51</td>
</tr>
<tr>
<td>By public sector, as per cent of government budget</td>
<td>26.5</td>
<td>19.0</td>
<td>16.4</td>
<td>15.2</td>
<td>12.8</td>
</tr>
<tr>
<td>By public sector, as percentage distributed to levels of instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>57.1</td>
<td>56.0</td>
<td>38.1</td>
<td>50.9</td>
<td>63.0</td>
</tr>
<tr>
<td>Secondary</td>
<td>12.3</td>
<td>11.2</td>
<td>15.0</td>
<td>13.7</td>
<td>19.7</td>
</tr>
<tr>
<td>Higher</td>
<td>8.3</td>
<td>6.0</td>
<td>10.0</td>
<td>29.4</td>
<td>5.8</td>
</tr>
<tr>
<td>Other</td>
<td>22.3</td>
<td>26.8</td>
<td>36.9</td>
<td>5.8</td>
<td>11.3</td>
</tr>
<tr>
<td>Per inhabitant in US$</td>
<td>13.0</td>
<td>5.6</td>
<td>4.2</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>Per inhabitant 5-19 years of age in US$</td>
<td>37.0</td>
<td>16.0</td>
<td>9.0</td>
<td>14.5</td>
<td>10.0</td>
</tr>
</tbody>
</table>

*Gross Domestic Product for Nicaragua*
colonial period for the governance of the Indies, with the result that it was accorded many privileges. The privileges which were attacked resulted in the abolition of tithes, suppression of religious orders, confiscation of ecclesiastical property, and other acts which might well have been interpreted as acts of vengeance upon the clergy by their political opponents.

Mecham indicates that before independence, prelates and clerics held official positions and were a component part of the political organization and that it is inconceivable that this custom changed when independence was established. ³

Ecclesiastics who were involved in politics were in support of the conservative elements, which for the most part were the landholding elite, interested in maintaining the status quo. Mecham holds that,

The principal questions which divided Church and State were--in addition to the issue of ecclesiastical patronage--control of education, control of the marriage ceremony, the disposition of Church property, control of the register of vital statistics, and toleration of dissenting sects. ⁴

History indicates that there has been a constant change in the role of the Catholic Church in the Central American Republics which has risen and fallen with the rise and fall of political factions.

In attempting to settle religious questions, the various countries have not followed uniform patterns. Two policies have emerged: one, the union of Church and State; and two, the
separation of Church and State. In Central America, El Salvador and Costa Rica have, according to their present constitutions, a degree of union of Church and State. This degree of union means that the Catholic Church is the official and preferred church. In Nicaragua, Honduras and Guatemala, there is Constitutional separation of Church and State. 5

Mecham concludes that, "The sad fact is that Roman Catholicism in Latin America is nothing more than a tradition for a vast majority of the people." He identifies Catholics into two groups; those who practice their religious duties with some degree of regularity, and those nominal Catholics whose personal commitment is limited to maintaining they believe. The former group is largely made up of pious women whereas the latter group is made up of men. 7

Nevins describes Roman Catholicism in Central America as being in one of the following status:

<table>
<thead>
<tr>
<th>Country</th>
<th>Where the Church is strong and has vitality</th>
<th>Where the Church is standing still</th>
<th>Where the Church is dying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Guatemala</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Nicaragua</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

TABLE 18
STATUS OF ROMAN CATHOLICISM IN CENTRAL AMERICA
Nevins further indicates that:

Costa Rica is a leader in implementing the social doctrines of the Church;

El Salvador is rapidly moving into a position where it must soon be classified with those countries where the Church is strong and has vitality;

Guatemala should be classified as a country where the Church is dying, except for the influence of the missionaries, such as the Maryknollers;

In Honduras the Church is regressing due to indifference and laxity; and

Nicaragua is an area of traditional Catholicism where there is also an element of social consciousness.

It is conceivable that both the movement backwards and the rigidity of the Church may result from the fact that the people are Catholic by tradition rather than living conviction.

In the early colonial period, the Church's influence was increased by the services it performed. One of these services was providing education to the people. An example of the extent of education is shown by the work of the Jesuits in Mexico, who, by 1767, when they were expelled, had developed their system of education to the extent that with 300 Jesuits, they operated 22 colleges, 19 schools and 10 seminaries.

Originally, the formal education system was introduced, controlled and administered by the Roman Catholic Church. This control prevailed throughout the colonial period which extended
through the eighteenth century. During the nineteenth and twentieth centuries Latin American education experienced general secularization. Today all schools through the secondary level in Central America are operated by or with permission of the Ministries of Education of the respective countries.

In each of the Central American countries, the role of the Church in the educational system is somewhat similar. However, some important differences do exist. The following is a brief description of the Church's role today in each country, as depicted by Mecham.

Costa Rica

The Constitution of 1949 provides that the Apostolic Roman Catholic Religion be that of the State, and that the State contribute to its maintenance. Based on this portion of the Constitution, religious education became a function of the State. Therefore, religious education is obligatory in all public grade schools, except for those students whose parents request an excuse in writing. There is no government subvention for religious education.

There is close cooperation between the Ministry of Public Education and the Church. In 1960 there were 39 Catholic schools in Costa Rica. These schools, which are required to conform to
the curriculum of the State except for religious courses, are generally rated superior in quality to the public schools.

**El Salvador**

When Church and State separated in 1871, the people of El Salvador showed restraint in foregoing the nationalization of church properties, including schools. The Church was, however, prohibited from acquiring real estate excepting for what was essential to religious services. This ban was removed by the constitution of 1962.

The position of the state with respect to religious education has been, in accordance with the Constitution of 1962, to allow religious instruction in public schools at the option of parents.

Catholic schools in El Salvador in 1962 served approximately twenty per cent of the total school population. The majority of the students were girls taught by nuns.

**Guatemala**

The Constitution of 1956 provided that the Church be allowed to possess real estate, provided that it be used for religious, social welfare, or educational purposes. The new
constitution provided also for the teaching of Catholicism in government schools by clerics or other religious persons, on an optional basis.

Before 1871 there was a Catholic school in every village in the Republic; today, there are only 77 in Guatemala. Many of the present schools cater to upper and middle class families, except in the Department of Huehuetenango, where they cater to indigenous children. In 1962 the Rafael Landivar Catholic University was founded in Guatemala City.

Honduras 15

The Constitution of 1936 preserved most of the anticlerical provisions of the law of 1880, providing for separation of Church and State, and among other prohibitions that there be no religious instruction in public schools.

The new Constitution of 1957 removed the prohibition of religious instruction in public schools and government subsidies to religious educational activities. With only 34 schools covering all grades in the country, taught mostly by foreign priests, brothers or nuns, educational facilities of the Church are meager.

The Church conducts a radiophonic school which is designed to teach literacy as well as how to achieve material improvement. 16
Nicaragua

Although the Constitution of 1911 provides that Church and State be separated, the Catholic faith is still regarded as the de facto official religion. Public education is laic; however, there has been a slight modification allowing voluntary catechists to enter public schools one day a week for religious instruction to students whose parents have given permission for such instruction.

Catholic schools in Nicaragua are well attended and are considered the best in the country. They usually serve children of middle and upper class families. In 1961, the Jesuits established the Centralamerican Catholic University, with schools in Managua and in Rivas.18

In conclusion, the role of the Church in education is such that it does not exert any significant influence in any of the countries of Central America. The educational systems throughout the region have been secularized for many years.

The only country which recognizes the Catholic Church as the State Church is Costa Rica, and even there Catholic schools are required to conform to the curriculum of the State. Today all schools in Central America (public and private) through the secondary level are operated by or with permission of the Ministries of Education. Religious instruction is allowed in the schools only with the consent of the parent.
The relatively recent establishment of one Catholic University in Guatemala and another in Nicaragua, by the Jesuits, may influence future leaders of these countries in particular and in the region as a whole. History reveals that the Jesuits were past-masters in the field of influence.

Further, since it is reported that the majority of the students in Catholic schools are from the middle and upper class, one may conclude that middle and upper class families exert sharp influence on the educational system. However, while such a deduction is plausible, it is only in Costa Rica that the church is strong and has vitality. In the remaining countries, the Church's influence is undeniably negligible.

Although Mecham recognizes a close cooperation between the Church and the Ministry of Education in Costa Rica, he does not maintain that because of this, the Church exerts influence on education itself.

Influence of the Indian Population and Indigenous Languages in Central America on Education

The presence of an Indian population in the Central American countries, brings another force to bear upon the educational process of these countries. What follows will be a consideration of the number of Indians living in Central America, the
influence they exert through their culture, and the effect of their languages on the educational process.

At the outset, there are terms which require definition, such as Indian, ladino, indio or indigena. Adams defines these terms as:

**Indian**

An Indian is an individual who is recognised, and who recognises himself, as belonging to a community of individuals that are in turn called Indian. Such communities are characterised by certain formal cultural features which set them aside from the rest of the national population. 19

**Ladino**

Originally, the word ladino . . . , referred to an Indian who had taken on the Spaniard's way of life; today the term refers to a group into which an Indian can move. If two Indian parents move to the city, their children may grow up as ladinos. This involves no racial change; the term used today refers to habits, customs, and patterns of life rather than to biological heritage, 20 and . . . this term has come to refer to any non-Indian in Guatemala, Honduras and El Salvador, although it is frequently used with a depreciatory connotation. 21

**Indio or Indigena**

The term indio or indigena over the entire area of Central America (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama) is primarily social and cultural and only secondarily racial in content. This is particularly true among the Meso-American tradition . . . and somewhat less true in the remaining portion of the region among the South American tradition. 22

Adams distinguishes, as is indicated in the definition of the term indio or indigena, between two major indigenous cultural traditions in Central America: the Meso-American and the South
American. The Meso-American Indians were that Indian population derived from the old high cultures of Mexico and Guatemala, they had reached a level of state development when the Spanish arrived.

The South American Indians consisted of a large number of tribal and sub-tribal groups occupying what is now the greater part of Honduras, Nicaragua, Costa Rica and Panama. These had reached the evolutionary stage of the state but had not become strongly consolidated. This factor of the relative level of evolution is important, since, in the Meso-American group, the Spanish were able to establish hegemony once they had achieved military conquest. On the other hand, in the South American group, the establishment of Spanish authority resulted in the rapid decimation and decline of the Indian population, and in some places, its complete elimination. 23

Independence of Central America in 1821 brought little change to the Indian population. It continued to be as we find it today, a basically poor sector of an exploited population made up of peasants and laborers. In Guatemala and to some extent in Honduras, some of the Indian population still maintains overly visible differences in its way of life and is increasing in numbers. In parts of Guatemala, adjacent to the El Salvador border, in El Salvador, Nicaragua, and in Costa Rica, Indian communities are in many respects indistinguishable from neighboring ladino or
mestizo communities. Adams feels that it may be anticipated that within a generation or two they will no longer be regarded at all, since almost all Indians in the South American enclaves are becoming highly acculturated. 24

In Costa Rica, many of the Talamancan Indians, which represent less than one per cent of the population, are protected to some degree by a reservation system which has been provided by the government. The government of Honduras makes official recognition of the Indian groups and has provided some welfare programs; however, these have been minimal and the Indians survive with little aid of the government. In El Salvador the government regards the Indians as part of the general population. During the social revolutionary government of Arvello and Arbenz (1944-1954) in Guatemala, attempts were made to break up the old Indian structure and to bring about change and integration. To implement integration Guatemala developed agrarian reform programs, introduced political parties, formed labor unions and agrarian leagues. However, the rate of change has been insignificant. Today Guatemala Indians are still monolingual and means of direct communication between themselves, other Indians, ladinos and the government are still rather limited. Adams makes no reference either to policy or practice regarding Indians by the government of Nicaragua. 25
As indicated in Table 4, p. 36, according to the latest estimates available, the Indian population in Central America by countries is:

- Costa Rica 1 per cent
- El Salvador 20 per cent
- Honduras 7 per cent
- Nicaragua 5 per cent
- Guatemala 54 per cent

Of these countries the only country which has a significant Indian population, which is increasing and remaining within its own culture, is Guatemala. In some circles it is believed that these Indians are a serious obstacle to development. Adams feels that the problems which inhibit any development within Indian community areas are the general power structure plus the fact that Indians have often shown little enthusiasm for the formal attributes of ladino and national life. 

Except for Guatemala, the languages of the Indians in Central America present a problem of small significance. However, in Guatemala, with over forty per cent of the Indians speaking Indian languages, it is a mammoth one. Among these Indians, Spanish is not universally understood. Even the merchants who trade in the market with these groups are learning the Indian language in order to communicate.

Throughout Central America the medium of instruction in the schools is Spanish. This system denies the monolingual Indian
the benefits of the educational system as a means to change his culture, and of becoming integrated into the ladino group. The language problem in Guatemala has been identified as one of the major reasons for early drop-outs in the elementary school.

An indication of the magnitude of the problem and the effect on the production of the school system of a country having a large indigenous population may be obtained from the data of Guatemala. Regarding this problem, a study was made by the Office of Integral Education Planning of the Guatemalan Ministry of Education in 1964. Results of the study are shown graphically in Figure 7, p. 114.

In conclusion, information and data indicate a large Indian population, its culture and the prevalence of indigenous languages influence the educational production of the country. In Central America, the countries of Costa Rica, Nicaragua, Honduras and El Salvador, due to a small number of Indians and of indigenous languages, these factors do not affect the educational production of these countries. However, in Guatemala, due to the large Indian population and the prevalence of indigenous languages, there is a significant problem in relation to the educational production in that country.
FIGURE 7
EDUCATIONAL STATUS OF INDIGENOUS AND NON-INDIGENOUS POPULATION OF GUATEMALA 1950

%  
50  
40  
30  
20  
10  
0  

Indigenous  
Non-Indigenous

Column
1. Distribution of population
2. Receiving education
3. Completed one or more years of primary school
4. Completed primary school
5. Completed one or more years of secondary school
6. Completed one or more years of university
SECTION III

INDIVIDUAL COUNTRY STUDIES OF
EDUCATION IN CENTRAL AMERICA

The second section of this study introduced the reader to education in Central America on a regional basis. This third section is a continuation of the second section. It seeks to inform the reader with respect to education on an individual country basis. This section is divided into five parts, one for each of the five countries in the region.

In each of the five parts the following aspects of education are discussed:

a. history;

b. aims;

c. system;

d. administration;

e. teacher training;

f. levels--pre-primary, primary, secondary and higher; and

g. statistics.

A diagram of the system of education in each country is also included. These diagrams were used as a basis for Table 13, p. 93, Programs of Study Available in Central America.
Education in Costa Rica

History

During the colonial period, Costa Rica was a poor region and did not have educational facilities for her inhabitants. Those desiring, and who had the financial resources, to become educated studied in Europe, Leon, Nicaragua, or in Guatemala.¹

After the Independence from Spain in 1821, there was an increased concern for education. The Constitution of 1844 placed the responsibility on the government to provide education to all citizens. It was considered a right of the citizens to become educated. In 1847, the Constitution contained detailed guarantees that the State would establish the necessary schools.²

Early in the nineteenth century, a primary school with some higher level courses was established in San Jose. This school was first known as the House of Learning; later it was called the House of Saint Thomas. In 1843 it was elevated to the category of a University. Beginning in 1838 other schools were organized. Later, courses were organized for the preparation of teachers and also the Superior Council for Instruction came into being.³

The Constitution of 1869, among other things, established the principle of free, compulsory primary education, supported
from public funds. From this provision, there came decrees which governed the establishment of primary schools, the curriculum, teacher training, secondary and higher education.⁴

Mauro Fernandez, when becoming Minister of Education in 1886, proposed a system of education consisting of three successive levels corresponding to the development of the young. These stages were, primary, secondary and university or vocational education. Each stage was to achieve a specific purpose which would promote the full development of the human personality. The Public Education Bill of 1886 was the result of Fernandez's proposal. It provided for an orderly and coherent system and introduced uniformity into the structure, aims and administration of education. Contained in this law also were the principles under which the Costa Rican schools would be governed as well as a comprehensive plan for the administrative structure of the school system from the village schools to the secondary schools.⁵

The teaching profession acquired professional status in 1897 as a result of the law establishing Regulations for Teachers. As a result of this law, more students were attracted to teacher-training centers.⁶

The Constitution of 1949 replaced that of 1871. The section of the 1949 constitution regarding education was very general in nature and was written with a view of promoting educational
reforms. The basic principles of education which were established in previous Constitutions, such as compulsory primary schooling; freedom of teaching; private initiative in education; the role of the Higher Council of Education and the Minister of Education; were retained and other provisions were added. 7

In 1957, the Fundamental Law of Education was approved by the Legislature and signed into law by the President. This fundamental law replaced the previous laws pertaining to education, and dealt with basic aims; the system; the formation of teachers; special education; community education; private educational establishments; boards of education and administrative boards; and cultural activities. 8

The Organic Law of the Ministry of Education was promulgated in 1965. This law governs the organization, administration, and personnel of the Ministry of Education. It outlines the duties, responsibilities, and functions of the various persons and sections of the Ministry, as well as procedures. 9

These two laws will be referred to in succeeding portions of this paper as the Fundamental Law and the Organic Law.

Aims 10

The Fundamental Law provides that all the inhabitants of the Republic shall have the right to education and that the State has
the obligation to try to offer it in the most adequate and amplified form. The principle aims of education are: formation of citizens with love of their country; conscious of their obligations, their fundamental rights and liberties, with a profound sense of responsibility and respect of human dignity; to contribute to the full discovery of the human personality; to form citizens for a democracy in which are balanced the interests of the individual with that of the community; to stimulate the development of solidarity and of human comprehension; and to conserve and amplify the cultural heritage, imparting knowledge about the history of man, the great works of literature, and of philosophical and fundamental concepts.

For the accomplishment of the expressed aims, Costa Rican schools adopt measures to improve the mental, moral and physical health of the individual and the community; to develop in the individual his ethical, esthetic and religious values; affirm a dignified family life, according to Christian traditions and of the proper civic values of a democracy; the transmission of knowledge and techniques in accordance with the psychobiological development of the student; to develop aptitudes attending adequately to individual differences; and the discovery of the productive capacity and of social efficiency.
The Educational System

The public education system is organized as an integral process correlative with the various cycles from pre-school to the university. The general direction of the official instruction belongs to a Superior Council integrated as indicated in the law and presided over by the Minister of Education. The national system comprises two fundamental aspects: (a) the education learned that is imparted in educational establishments; and (b) the education learned as extracurricular or cultural extension in educational establishments or other organizations created for these purposes.

The school system is graduated to conform with the psychobiological development of the students and consists of the following levels: pre-school; primary; secondary; and higher. (Ref. Figure 8, p. 121) Primary education is obligatory and from pre-school through secondary, education is free and the costs are provided for by the nation.

The Superior Council of Education authorizes plans of study and programs of instruction for the different levels and types of education. These plans and programs are flexible and variable, consistent with the indications of the conditions and necessities of the country and the progress of the science of education and are revised periodically by the Council. Plans and programs are conceived and realized, taking into consideration the
FIGURE 8
COSTA RICA—SYSTEM OF EDUCATION
1962

Primary School

Sec. Educ. Level

Higher Educ. Level

Prim. Educ. Level

School of Nursing

Normal Schools

Science & Letters

Sci. & Ltrs. & Education

Education & Fine Arts

Education

Commercial Schools

Agriculture Schools

Industrial Schools

Technical School

General Secondary (Sci. & Ltrs.)

Technical Schools

Science & Letters

Sci. & Ltrs. & Education

Education & Fine Arts

Fine Arts

Engineering

Agronomy

Medicine

Dentistry

Microbiology

Pharmacy

Economic & Social Science

Social Service School

Law
Figure 8

Key to Symbols

COSTA RICA: SYSTEM OF EDUCATION--1962

BACH----Bachelor
TL------Bookkeeper
CP------Private Accountant
P--------Industrial Specialists
CIB------Basic Initial Course
E--------Nurse
MN-------Primary School Teacher
CEG------General Studies Cycle
LCyL-----Licentiate in History, Geography, Philology, Philosophy, Biology, Chemistry, Physics-mathematics
PES------Professor of Secondary Education; Specialties in: History and Geography, Spanish; English; French; Biology; Physics-mathematics; Chemistry
PBA------Professor of Fine Arts
PEP------Professor of Primary Education
BE-------Bachelor of Education
LBA------Licentiate in Fine Arts; Specialty in: Painting, Sculpture
IC--------Civil Engineer
IA--------Agronomy Engineer
MA--------Master of Agronomy
DM--------Medical Doctor
DCD-------Dental Surgeon
LM--------Licentiate in Micro-biology
LF--------Licentiate in Pharmacy
LCE-------Licentiate in Economic Sciences; Specialty in: Statistics; Insurance; Economics; Business Administration; Public Administration; and Social Service
TS-------Social Worker
LD--------Licentiate in Law
O--------Entrance Examination
●--------Final Examination
☑☐--------Duration of Career Variable
correlations necessary to insure the unity and continuity of the educational process, the necessities and psychobiological and social interests of the students. All of the educative activities are realized in a democratic environment of mutual respect and responsibility.

The State organizes and favors education of adults to eliminate illiteracy and to provide cultural opportunities for those who desire to improve their intellectual, social and economic condition.

**Administration**

According to the Organic Law, the Minister of Education is the organ of the executive power in the field of education and culture. He is responsible for all aspects, administrative, legal, technical, and cultural, pertaining to in-school and out of school education except for those pertaining to higher education. In regard to higher education he is in charge of maintaining and coordinating the relations of the executive power with the University of Costa Rica and any other institutions of higher education.

The Ministry of Education is responsible for the coordination and inspection of private educational institutions and encourages the private sector in educational matters. The Ministry is also the link between the executive power and all institutions, private, public, national and international, which are engaged in the educational and cultural fields.
The Ministry has the specific and exclusive responsibility of executing plans, programs, and other determinations which emanate from the Superior Council of Education.

The Minister of Education has staff members to assist him in carrying out his responsibilities. These staff members are organized into various sections, namely, administrative and advisory. The administrative group consists of the office of the major administrative official, the department of general education administration, the department of teacher training, the department of finance, the department of personnel and the department of cultural extension and libraries. The advisory groups are made up of personnel of the various special areas and levels of education. Also within the Ministry of Education is the Educational Planning Office which is responsible for the integral planning of education of the country.

In each school district there is a Board of Education, which is made up of persons named by the Municipality. The function of this board is to insure the integration of the school with the community. In addition to the Board of Education in each secondary school, there is an Administrative Board, the membership of which is named by the Municipality. This Administrative Board has certain rights and can contract obligations for the realization of the aims of the school. The members of these boards serve for three years and can be either reappointed or re-elected. Their role is
principally advisory in nature. Parent-teacher organizations, school patron organizations, and other organizations, of like nature may be formed as desired. ¹³

The country of Costa Rica is divided into provinces. Each province is further divided into sub-regions. The provincial education administrator is responsible for the educational activities in his province. He is assisted by supervisors and specialists from the Ministry of Education. These persons are responsible for the coordination of the various school levels, in their technical and administrative functions in accordance with the socio-cultural conditions peculiar to their respective regions.

Supervisors are responsible for all the institutions, public and private, in their zones of operation. In each province and each sub-region, there is a Council of Common Education, which is the civic organ which collaborates in integrating the educational system with the community on the social and economic plane. This Council is consultative in character and is comprised both of educators and of delegates from associations and agencies representing the community. ¹⁴

Teacher Training ¹⁵

The State is responsible for the formation of teaching personnel for the various levels of education through the medium of
special institutions and the University of Costa Rica. In the preparation of future teachers, training is inspired by democratic principles fundamental to the institutional life of the country and the criteria regarding education presented in the constitution. Future teachers are to secure that broad cultural, professional and specialized knowledge, necessary to provide good teaching services. Their training is to promote the formation of a genuine appreciation for national values, respect for universal values and a high regard for their mission as teachers.

Those institutions which train teachers are governed by regulations which are approved by the Superior Council of Education. The State, through the medium of the Ministry of Education, offers programs of professional formation and in-service training, through correspondence and vacation courses.

The Normal Schools are under the control of the Ministry of Education. These Normal Schools are on the higher educational level. Students entering these Normal Schools are expected to have completed successfully their secondary school work and to have received the award either of the Bachelor of Science or Letters diploma. Both the students graduating from these Normal Schools as well as those who complete the two-year course in the Faculty of Education of the University of Costa Rica are authorized
to teach in primary schools. Teachers for secondary schools are required to be graduates of the four-year program of the University of Costa Rica.

Pre-primary Education

Pre-school education is normally available to children from the age of five and extends for two years. The aims of pre-school education are: to protect the health of the child and to stimulate his physical growth as a whole; to inspire the formation of good habits; to stimulate and guide infant experiences; to develop attitudes of companionship and cooperation; to facilitate the expression of the interior infant world; and to encourage the development of the capacity of observation. 16

Primary Education

Primary education consists of six grades; it is free and compulsory. Children start at the age of seven years. The aims of primary education are: to stimulate and direct a harmonious discovery of the personality of the child; to provide the basic knowledge and those activities which help the child himself: his capacity for learning, his latent capabilities, his dexterity. It seeks, further to help create those attitudes and habits essential to effective behavior in society--both individually and collectively. Such education will develop the child's sense of values that he may
know how to choose a good community and how to become a good
citizen within that community. It will inculcate in him a genuine
appreciation for the democratic ideal as it is realized in his Costa
Rican homeland. It will attempt to impart a sense of responsibi­


lity to conserve--improve physical well-being, to enhance an
awareness of the value of rational understanding and to incite a
keen interest in comprehending the universe. All these ideals are
to accord with democratic principles directed toward strength,
justice, and dignity in both civic and family life. These early years
of training will attempt to cultivate a socio-economic sense in the
child, giving emphasis to the importance of one's life work. It
will open him to an appreciation, interpretation and creation of duty
and not ever overlook the importance of cultivating the spiritual,
moral and religious sentiments in the child, thus sowing the seeds
of good habits according to christian traditions. 17

The subjects included in the curriculum of the primary
school are: mathematics, nature study, geography and history,
Spanish language, agricultural and vocational training, religious
instruction, physical training, handicraft for boys, sewing and
cooking for girls, and drawing. School work is required to take
the most active form possible, using observation and expression
to the fullest extent. Emphasis is given to certain subjects, de­
pending on whether the school is in an urban or rural area. In
rural areas many of the schools do not offer the full six grades. Boys go to school on Mondays, Wednesdays, and Fridays; girls attend on Tuesdays, Thursdays, and Saturdays. The reason for this arrangement is lack of school facilities and the desire of some parents to segregate boys from girls.

Secondary Education

Secondary education is designed to provide the necessary educational experiences both general and vocational for the youth of Costa Rica. The aims of secondary education are: to contribute to the formation of the personality in such a way that the physical, intellectual and moral development will be integrated as a whole, a conception of the world and life inspired in the ideals that will affirm universal culture and Christian principles; that it will develop reflective thinking to analyze ethical, esthetic and social values, both for the intelligent solution of problems and to give impetus to cultural progress; that it will prepare the youth for civic life and the responsible exercise of liberty, procuring a basic knowledge of national institutions and the social and economic realities of the Nation; that it may direct him to acquire knowledge of his culture which will include its values that he may orient himself to his milieu and begin to comprehend its problems and so grow in his social medium; that it will seek to develop aptitudes and abilities
permitting youth an orientation to some field of activity--
vocational or professional. 19

Secondary education studies are at least five years in
duration and are to be accomplished following a coordinated plan
consisting of a program for general culture and a variety of com-
plementary programs giving preference to the discovery of apti-
tudes and the formation of interests. To coordinate better the
programs of studies and the distribution of subject matter, second-
ary education consists of two cycles. These two cycles are: first,
a basic cycle, with a common plan of a formative character in which
is imparted general preferential education, and in addition, a combi-
nation of assignments and complementary activities, destined for
the exploration of aptitudes and interests of youth; and second, a
cycle that continues the general studies initiated in the first cycle
and that intensifies, through variable plans, the development of the
interests and needs of the students. 20

A student upon completion of primary school can continue
in any of the following programs at the secondary school level,
depending upon his aptitudes, interests and abilities: (Ref.
Figure 8, p. 121.)

General Secondary School--five years, upon graduation,
receives a diploma of Bachelor of Science or Letters;
Commercial School--for three years to become a bookkeeper and for five years to become a private accountant;

Agriculture School--five years, for a specialty in agriculture;

Industrial School--five years, for a specialty in various industrial fields; or in

A basic initial course in a technical school which is essentially a prevocational program.

The subjects included in the curriculum of the general secondary school are:\(^{21}\)

First Cycle: Spanish, mathematics, social studies, science, foreign languages (English or French, optional), religious instruction, plastic arts, manual arts and home economics and electives.

Second Cycle: Spanish, social studies, biology and chemistry, mathematics and physics, history of Costa Rica, psychology, English or French, music, physical culture and hygiene, plastic arts, manual arts and home economics, religious and moral instruction; in addition to the preceding for a specialty in letters: literature, and Spanish; for a specialty in social sciences: history of civilization, general and human geography; for a specialty in mathematics and physics: mathematics and physics; and for a specialty in biology and chemistry: biology (natural sciences), and chemistry.
During both of the above cycles, students have the following extra-curricular activities: class council, assemblies, committees, clubs and guidance.

The subjects included in the vocational secondary school curriculum are:

First three years: Spanish, mathematics, social studies, general science, foreign language, physical culture, religious instruction (optional), vocational exploration (first year only), mechanical drawing and vocational specialty (second and third years only).

Fourth and fifth years: Civics (social laws), physical culture, religious instruction (optional), mechanical drawing, and vocational specialty (time spent in the last two subjects is double that of the time spent in the first three years).

The vocational program must be flexible in order to adjust to the needs of the country. The Superior Council of Education is the body authorized to make the adjustments in time, program, and other matters.

Higher Education

Higher education in Costa Rica is provided at the University of Costa Rica, the national university; normal schools; school of nursing, and the school of social service. Students
desiring to continue their education beyond secondary school may study at one of these institutions providing they have graduated from a secondary school which awards the Bachelor of Science or Letters diploma, but to enter the University of Costa Rica an entrance examination also is required. The University of Costa Rica provides professional courses in many fields, such as science and letters, education, fine arts, engineering, agronomy, medicine, dentistry, microbiology, pharmacy, economics and law. All students entering the University are required to follow a general studies cycle before taking their professional work. (Ref. Figure 8, p. 121.)

The University of Costa Rica is an institution of superior culture which enjoys independence in the performance of its functions and with full legal capacity to obtain rights and contract obligations. The titles granted by the University of Costa Rica are valid for the performance of the public functions which are covered by law and regulations. Such titles are sufficient for the practice of public functions. The University of Costa Rica has the exclusive right to authorize the activities of professionals in the country and to ratify the equivalent diplomas and titles, academic or professional, granted by other universities, in conformity with the laws and international treaties, using reciprocal criteria.23
The University is autonomous and is governed by the university assembly, the university council and the rector. It is subject to the legislative and judicial powers of the country. The Minister of Education, the rector, the vice-rector and the secretary-general of the university, the deans of the faculties, the professors and lecturers, representatives of alumni associations and student representatives, comprise the highest governing body of the university, this is the university assembly. The State provides financial support for the University, which is generally ten per cent of the national budget for education. Other income comes from tuition which varies according to students' income, donations and other sources.  

Statistical Data

Statistical data for Costa Rica are presented in Table 14, p. 97.
Education in El Salvador

History

During the colonial period very little attention was paid to education for the people of El Salvador. Even as late as 1770 there were no secondary schools in operation, as had been founded in other provinces by various religious orders. There were only a few primary schools which were poorly attended. Those desiring an education traveled to either Leon in Nicaragua, to Antigua in Guatemala, or to Europe. After the independence from Spain in 1821 and the separation from the Central American Federation, some schools were established. Until 1877, the principal system used in the schools was the Lancasterian system which employs using older boys to teach the young. In 1887, a group of Colombian educators reorganized the system of education for El Salvador, at which time the Lancasterian system was suppressed and in its place schools were organized in various important centers, with teachers for each grade.  

By the middle of the nineteenth century a number of general secondary schools were in operation, these followed the law of 1825, which established this level of education. In 1841, the National University was established. Studies at the University did not start until 1843, with the teaching of philosophy, which included pure mathematics, logic, ethics, metaphysics and general physics. By 1880,
there were five faculties, offering studies in science and letters, engineering, pharmacy and natural sciences, medicine and surgery, political and social sciences, law and theology. University autonomy was granted in 1927, and was suspended three years later. The control of the University changed hands several times in the ensuing years and finally in 1945, the government restored an autonomous status to the University and has not revoked it since. Today the University of El Salvador has seven faculties, offering studies in humanities, economics, engineering and architecture, medicine, pharmacy and chemistry and law.27

Aims

The Constitution of 1962 states that:

The conservation, promotion and dissemination of culture shall be an obligation and a vital aim of the State. Education shall be an essential responsibility of the State, which shall organize the educational system and create the necessary institutions and services. Education shall aim at the full development of the personality of the pupils so that they will cooperate constructively in society, inculcating respect for human rights and responsibilities, combating intolerance and hate in whatsoever form and promoting the ideal of Central American unity. At all levels, education, in its intellectual, moral, civic, and physical aspects, shall be a consistent and continuous process. All inhabitants of the Republic shall have the right and obligation to obtain a basic education that will enable them to fulfill conscientiously and effectively their role as workers, parents, and citizens. Basic education shall include primary education which, when provided by the State, shall be free.28
The Constitution of 1962 also provides for:

Ensuring the democratic nature of education, the absence of discrimination in education, the teaching of social studies solely by nationals of the country, the control and inspection of private education by the State and the autonomy of the university. 29

The Educational System

The system of education consists of up to three years of pre-primary school, six years of primary school, three, five, or six years of secondary school depending upon the program and the higher level of education. The higher level of education comprises programs at the National University as well as other schools with less than a university program such as the Superior Normal School and the Command and Major Staff School. Both are two-year programs and the Social Service School, a three-year program. (Ref. Figure 9, p. 138.)

Administration

The administration of education in El Salvador is very highly centralized in the Ministry of Education. Until recently this Ministry was known as the Ministry of Culture. The Minister of Education is a member of the Presidential Cabinet.

As Minister of Education he is responsible for the cultural activities in the country which include: national monuments, libraries, archives, museums, cultural societies, control of public shows of a cultural nature, history and archaeology, fine arts, national chorus, and other cultural activities. 30
FIGURE 9
EL SALVADOR—SYSTEM OF EDUCATION
1962

Primary Education Level — Secondary Education Level — Higher Education Level

- Sch. for Form Managers Nursing
- Women's Voc. School
- National Sch. of Agric.
- Technical & Industrial
- Commercial Schools
- Primary School
- General Secondary
- Basic Plan (Sci. & Ltrs.)
- Rural Normal Sch
- Urban Normal Sch
- National School of Graphic Arts
- Primary Education Level
- Secondary Education Level
- Higher Education Level

- Engineering & Architecture
- Economic Sciences
- Medicine
- Dentistry
- Chemical Science
- Law
- Humanities
- Social Service School
- Superior Normal School
- Engineering, Architecture
- Economic Sciences
- Medicine
- Dentistry
- Chemical Science
- Law
- Humanities
- Social Service School
- Superior Normal School

- Technical & Industrial
- Commercial Schools
- Basic Plan (Sci. & Ltrs.)
- Rural Normal Sch
- Urban Normal Sch
- National School of Graphic Arts
- Primary Education Level
- Secondary Education Level
- Higher Education Level

- Primary Education Level — Secondary Education Level — Higher Education Level

138
Figure 9

Key to Symbols

EL SALVADOR: SYSTEM OF EDUCATION--1962

E  Nurse
TA  Agricultural Technician
OC  Qualified worker
BACH. I  Bachelor Industrial
DPI  Industrial specialist diploma
M  Typist
TL  Bookkeeper
SC  Commercial Secretary
CP  Public Accountant
PBD  Basic Plan, daytime classes
BACH. CL  Bachelor of Science and Letters
PBN  Basic Plan, evening classes
PNR  Rural primary school teacher
PBEA  Basic plan in an art specialty
BACH. A  Bachelor in Arts
IC  Civil Engineer
IA  Agronomy Engineer
I I  Industrial Engineer
A  Architect
LCE  Licentiate in Economic Sciences
LAE  Licentiate in Business Administration
DCE  Doctor in Economic Sciences
DOAE  Doctor in Business Administration and Organization
TM  Medical Technician
Figure 9

Key to Symbols - Continued

DM-------- Doctor of Medicine
DCD-------- Doctor of Dental Surgery
G---------- Geology
DQI-------- Doctor of Industrial Chemistry
DQE-------- Doctor of Chemistry and Pharmacy
DQB-------- Doctor of Biological Chemistry
DJ--------- Doctor of Law and Social Science
LCS-------- Licentiate in Social Sciences
LF--------- Licentiate in Philosophy
LCEd------- Licentiate of Educational Science
LPs-------- Licentiate in Psychology
LP--------- Licentiate in Journalism
LL--------- Licentiate in Letters
DE--------- Doctor in specialties offered
VS--------- Social Visitor (social worker)
EFM-------- Specialty in physics and mathematics
EQB-------- Specialty in chemistry and biology
PEM-------- Secondary School Teacher
ECE-------- Specialty in Educational Science
O---------- Entrance Examination
●---------- Final Examination
□/□-------- Duration of career variable
In regard to educational activities, he controls and supervises all educational institutions, public and private, at all levels except for the University of El Salvador; the School of Agriculture; the School of Social Service; the School of Nursing; and the Military Schools. In each municipality there is an educational committee which is organized to promote education within the municipality. 31

On the national level, the Minister of Education has various directorates-general for primary education, teacher training, secondary education, and others; a department of planning; a central administrative office; and other sections which deal with educational and cultural matters. These offices assist the Minister in co-ordinating the various activities, to enable him to accomplish his mission as Minister of Education. 32

In the Ministry of Education there are a number of persons with the title of education or assistant education officer. These persons are responsible for the general supervision of the private and public primary schools in their districts; checking on the adequacy and condition of school furniture, books, as well as the condition of the premises; providing guidance and supervision to the teaching staff; and dealing with inquiries regarding educational services in their districts. 33

The Director General of Secondary Education has in his department a group of secondary school inspectors who have duties
of a professional, administrative and litigious nature. They supervise both public and private secondary schools. To become a Secondary School Inspector, one has to hold a teacher's diploma either of the Superior Normal School, or the University; or he must be a certified teacher; or he should hold a Bachelor of Science and Letters diploma with at least three years of experience in education, two of which should be in administrative positions in the Ministry of Education. 34

Teacher Training

Primary school teachers are trained at Normal Schools which are on the secondary school level. This program is one of three years' duration beyond primary school and the three-year basic plan of the secondary school. In addition to the academic requirements, prospective students for the Normal schools must pass an entrance examination. Successful completion of this program grants the student the title of Professor of Primary Education. In-service training is provided these teachers in the Superior Normal School which is on the higher education level. 35

Secondary school teachers are trained at the Superior Normal School, which is a post-secondary level school. This school is under the control of the Ministry of Education.
A candidate desiring to become a secondary school teacher by studying at the Superior Normal School, must comply with the following requirements: (a) be a graduate of the secondary school program: Bachelor in Science and Letters, or the normal school or the commercial school in the accounting course and hold the appropriate certificates of successful completion of one of these programs; (b) be under 30 years of age and in good health; (c) must be employed in a primary or secondary school as a teacher for at least three years; (d) have a good conduct record; and, (e) have obtained a scholarship through a competitive examination. The scholarship awarded to successful candidates is a sum of money equal to the salary of a primary school teacher, which is paid monthly while studying.

The course of study is of two years' duration and students are required not only to pass an examination at the end of each course, but also to present a thesis after one year of service in a public school. This thesis is presented after a three-week course. The curriculum is quite rigid and no extra-curricular courses are offered. Successful completion of all the requirements entitles the graduates to the title of Professor of Education in their special field.

At the University of El Salvador there is a course in the School of Humanities leading to a degree of Licentiate of Educational Science.
Pre-primary Education

Pre-primary school or kindergartens are located in various parts of El Salvador and are operated either as public schools by the State or as private institutions. The purpose of these schools is primarily the training of the senses through exercises concentrating on rhythm and dexterity in bodily movements. Another is social; that is, to formulate habits in the children to enable them to become full-fledged members of society, and to prepare them for future school work.

Children are accepted in these kindergartens between the ages of four and six. This level of education is not compulsory. The principles and practices of Froebel, Montessori, and Decroly are followed in the teaching of the children in these schools. There are no special schools to train teachers for this level. Primary school teachers who desire to work with children of this age level are given in-service courses to develop and improve their technique in teaching kindergarten.

Primary Education

Primary education consists of six grades, is compulsory, and free in State schools. Children usually enter the primary school at the age of seven years. Although attendance is compulsory, there are a number of reasons to exempt students; generally no penalty is imposed on parents if their children do not attend school.
The Council for Primary Education and Teacher Training, in drawing up the curricula for primary education, has indicated that primary education shall meet the cultural needs of the community; be in accord with the spirit and circumstances of the Salvadorean milieu, and be consonant with the interests, needs and capabilities of the children. Interest should be the spur to creative activity and action the means of learning.

The curriculum is designed to include a variety of coordinated and systematized activities for the formation and development of desirable habits, skills, attitudes and sentiments, and through these activities, to provide information in accordance with the stage of the students' psychological and scholastic development.

The subjects which are included in the primary school are: Spanish, arithmetic and geometry, nature studies, geography, history, morals, civics, drawing, penmanship, introduction to industries, music and singing, physical education, and practical activities. There is little difference between the subject matter in the rural and urban school. The major difference is the arrangement, emphasis, and practical application, given to some of the subjects by the teacher.

There are three cycles in the primary schools of El Salvador: Cycle I--grades 1 and 2; Cycle II--grades 3 and 4; and Cycle III--grades 5 and 6. Unfortunately, there are few schools in the rural areas of El Salvador which go beyond Cycle I.
The number of students in each class should not exceed 40. If more than 40 students register for a class, then sections of less than 40 are organized. Generally the largest classes are found in Cycle I schools. In some areas there are shift systems in operation, to accommodate students who may have to assist in economic activities. Also there are night classes on the primary level for adults.

Secondary Education

The General Regulations for Secondary Education of 1956 specify the aims of Secondary Education to be:

- to complete the education begun at the primary school;
- to promote the development of the pupil's personality with due regard to the career he intends to take up;
- to prepare citizens for intelligent and co-ordinated co-operation in the task of promoting social and national progress; and
- to train pupils for higher and technical education.

Further, that secondary education--

- must assume responsibility for technical development, increased productivity, and the establishment of just and harmonious relations between all Salvadorean citizens, promote the ideal of Central America and continental unity with a view to the permanent defense of democracy and respect for fundamental democracy.

Secondary education consists of two parts, the first being a basic general course of three years and the second being specialized programs of two or three years' duration according to the career to be followed. The subjects taught in the basic general course are: mathematics, Spanish, Spanish literature, English, geography,
Upon successful completion of the basic general course, a student may elect to continue his studies in the following upper secondary programs: general secondary studies which provide the graduate with the necessary training to enter the University of El Salvador; commercial schools for bookkeeper, secretary, and public accountant; school of arts; industrial and technical institutes for various technical and industrial specialties; schools for primary teacher training; school of agriculture; the military school; or the nursing school.

The curriculum for the general secondary studies, a two-year program, includes the following subjects: plane geometry and trigonometry, three-dimensional geometry and cosmography, physics, anatomy, inorganic and organic chemistry, history of Central America and of El Salvador Constitution, world literature, Spanish and Spanish-American literature, psychology and logic and French.

The upper secondary programs are from two to four years' duration, according to the program. The military school is the only one of four years. The principal differences in the curriculum between the general secondary studies and the other programs which are principally vocational in nature, are the emphases on practical application and preparation to enter immediately into a job upon
completion of studies. Accordingly, academic subjects are not so extensive. A portion of the time is spent in shops, on the farm, or in offices for practical work experiences. In the case of teacher-training, there are professional courses provided in addition to general academic subjects as well as practice teaching experience.

Vocation guidance was introduced in 1953 on an experimental basis and until 1956 was provided to students in the basic general course. Today this service has been extended to many of the secondary schools, both on the basic and upper levels. Since 1955, a course in guidance is given to all pupils who attend the Superior Normal School, regardless of their specialty, and since 1957 the same course is also taught at the University of El Salvador.

Higher Education

On the higher education level there are the following institutions: the National University of El Salvador, which offers studies of five years or more duration, leading up to a doctor's degree; the Social Service School, which is a three-year program; the Command and General Staff School, a two-year program; and the Superior Normal School, a two-year program. The National University is autonomous. The Social Service School and the Superior Normal School are under the control and direction of the Ministry of Education. The Command General Staff School is under the direction of the Ministry of Defense.
The University of El Salvador is a national institution; it is academically, administratively and financially autonomous. In accordance with the Constitution, the government is required to provide the university with the necessary resources and budgetary support for its operation and maintenance.

The governing body of the university is the university assembly. Its membership is composed of two representatives of each faculty council, two persons from each faculty professional association, and two students from each faculty-student association. The members of this assembly hold office for one year. Their principal duties are:

- to appoint the rector, vice-rector, deans, vice-deans and bursar of the university;
- to approve or reject the annual progress report submitted by the rector;
- to handle university problems which do not fall within the competence of other bodies; and,
- to deal with points of dispute between the Higher University Council and the rector, or between them and the faculty council.

The Higher University Council is the supreme policy and administrative body of the university and includes the rector, the bursar, the secretary-general, the deans of faculties, one representative of each faculty and one student representative of each faculty.

The rector is the supreme executive authority of the university and is responsible for the administration of the university,
the administering of its assets and other duties. Each faculty has a council and a dean. The council includes the dean of the faculty, three members of the professional staff and one student representative.

All students entering the university are required to spend the first year in the course of selection and guidance. Upon completion of this first year, the students then continue their prescribed courses in accordance with the requirements of the faculty. Upon successful completion of their studies, their examinations and other requirements, a degree and title are awarded.

Most students are exempt from paying tuition and admission fees; however, all students pay an annual registration fee, examination charges for each subject, books, plus room and board. Some first and second class scholarships are awarded. First class scholarships cover the cost of food, lodging, clothing, books and pocket money. Second class scholarships, which all students receive, exempt them from paying tuition and include a sum of money which varies in amount. Students are authorized to join the General Association of Salvadorean Students. Ordinarily, students desiring to enter the university must be secondary school graduates and are required to sit for an entrance examination.

The Social Service School is a three-year program granting graduates a diploma of social worker. Candidates desiring admission
to this school are required to be graduates of the general secondary course of the teacher training program. There is also an entrance examination.

Statistical Data

Statistical data for El Salvador are presented in Table 14, P. 97.

Education in Guatemala

History

Guatemala is one of the countries in which education was best attended to during the colonial period. The friars founded schools in Guatemala very soon after they arrived. In 1660 the printing press was introduced in Guatemala, very shortly after it was introduced into Mexico. Mexico was the first province in the Americas to receive the printing press. The printing press contributed greatly to the diffusion of culture and facilitated elementary instruction. In 1676 the Royal and Pontifical University of San Carlos Borromeo was founded in Antigua, Guatemala. This was the first university to be established in the Captaincy-General of Guatemala, which included all of present Central America plus some parts of Mexico. The University of San Carlos was attended not only by students from Guatemala but also from the other provinces under the Captaincy-General of Guatemala. The University of San Carlos was developed from the College of Saint Thomas of Aquinas which had been functioning in Antigua for some
At the University was taught theology, scholastic philosophy, morals, cannon law, medicine and the Indian language Cakchiquel. In 1832 the University of San Carlos was closed and in its place was founded the Academy of Studies for secondary and higher education. This Academy had faculties of physical science, mathematics and medicine, morals and politics, literature and arts, and ecclesiastics.

In 1871, free and obligatory popular education was established, schools were created, and education was also initiated for the Indians. Some of these new schools were located in old convents. In 1875, the Organic Law of Public Education was promulgated; the Normal School for Boys as well as other secondary-level schools were opened, the School for Arts and Crafts was established, and the old University was declared the National University.

The University of San Carlos was revived in 1944; faculties were reintegrated, and sufficient income was granted by the government to insure the financial independence of the University. This all came about as a result of a governmental decree regarding the University. Today the University still enjoys these same conditions.

Changes in education were seen as a result of Constitutional changes of 1945, 1956, and 1965. The Organic Law of National Education of 1965 will be the basis of the discussion regarding the aims, the administration and organization of education today and will be referred to as the Organic Law.
The Organic Law states that the aims of education are:

to develop the educand, harmoniously and integrally;

to develop in the educand a scientific and humanistic formation giving emphasis to his ethical, esthetic, and civic formation;

to form critical thinking in the educand and to stimulate the media which exercise and apply critical thinking;

to capacitate the educands for efficient and profitable living together with the national community, developing a conscious sincerity toward the Guatemalan culture, history and social-economics;

to form in educands a consciousness of their country, developing in them faith, love and respect for values and their national institutions;

to develop and fortify in the Guatemalans a favorable attitude in the re-establishment of Central American unity, taking as a basic principal educational integration;

to form in the Guatemalan, in addition to his nationalistic conscience, a spirit of continental solidarity, that he may see the necessity of understanding universal problems, believe in the importance of international relations and seek to establish better understanding between countries;

to make of the educands apt citizens for living democratically and to consider democracy, its values and its institutions, as the best form humans have of living together as opposed to communism and other totalitarian systems;
to form in the educands desirable attitudes, habits, qualities, comprehensions, ideals, interests, skills, and abilities, through the acquisition of knowledge;
to capacitate the educands for a life of work; to profit from and conserve natural resources; to be good producers and consumers; to adapt modern techniques in their occupational habits and to have confidence in themselves and in their possibilities to advance;
to develop in the educands an ample and basic sense of organization, responsibility, order and cooperation;
to fortify the importance of the family as a basic social unit in its formative function and as regulator of values; and,
to capacitate the educands to conserve their health, make good use of their free time and to discover efficiency in their social life.

The Educational System

The State considers that education is an integrated process that consists of four educational levels: pre-primary, primary, secondary and higher. The primary and secondary education levels are divided into cycles, which are developed in such a way that they gradually capacitate children for living and to continue their studies. Each step from one level to the other should be made likewise in a gradual and continual form. (Ref. Figure 10, p. 155.)

It is the obligation of the State to foment and regulate the educative action through special agencies, public and private, national and international, with the objective to coordinate the diverse factors which contribute to the effectiveness of the said
FIGURE 10
GUATEMALA—SYSTEM OF EDUCATION
1963

Primary School

Pre-Voc. Cycle - Vocational Cycle

Sec. Educ. Level

Higher Educ. Level

Prim. Educ. Level
GUATEMALA: SYSTEM OF EDUCATION--1963

☐  ------ One school year

■  ------ One school year divided into semesters

O---------- Entrance examination
●---------- Final examination
MEP-------- Primary education teacher
SC---------- Commercial Secretary
PC---------- Accounting Specialist
B---------- Bachelor
BI---------- Industrial Bachelor
IA---------- Agronomy Engineer
A---------- Architect
AN---------- Business Administration
E---------- Economist
CPA---------- Public Accountant and Auditor
AN---------- Lawyer and Notary
MC---------- Medical and Surgeon
IQ---------- Chemical Engineer
QF---------- Pharmacist
QB---------- Bio-Chemist
BA---------- Library assistant
CH---------- Humanistic Studies
BG---------- Librarian
PS---------- Secondary School Teacher
L---------- Licentiate in: Philosophy; Letters; History; Pedagogy; Psychology; Library Science
P---------- Journalist
D---------- Doctor in: Philosophy; Letters; History; Pedagogy; Psychology
IC---------- Civil Engineer
CD---------- Dental Surgeon
MV---------- Veterinary Medicine
educational actions. The school should convert into an instrument of integral development of the community and gain progressively in the close collaboration of all sectors of the country devoted to cultural, economic and social progress.

The State is responsible for providing from the budget of the Nation the priority for education, so that the cultural economic and social development of the country may be accelerated. The State guarantees the liberty of teaching and the criteria of teachers, as long as they are not opposed to the democratic system nor to the cultural system of the country.

Religious instruction is optional and it can be provided in official schools in accordance with the respective regulations and during normal school hours. Education on all levels is imparted in the official language (Spanish) with the exception of the teaching of foreign languages. The languages of the natives of the country can be utilized in the educative process of these people, as well as in the research and diffusion of their culture.

Within the medium of its possibilities, the Ministry of Education provides for official establishments, equipment and materials and also for the installation of laboratories and shops to make teaching more effective.

With the purpose of guaranteeing the most efficiency in educational work, the Ministry of Education orients future teachers and accords special attention to a systematic functioning of the normal schools, thus, prospective teachers acquire a high spirit of responsibility and a preparation deserving of their chosen profession.
Education in Guatemala is highly centralized. The chief organ of education in the Republic is the Ministry of Education, consisting of the pre-primary, primary and secondary levels plus any other level which does not correspond to the University or to any other Ministry. For example, the Military Polytechnic School is under the Ministry of Defense, the Agriculture Secondary School is under the Ministry of Agriculture and the Nursing School is under the Ministry of Public Health. The Minister of Education is the head of the Ministry of Education and is the superior authority in education. He is a member of the Presidential Cabinet.

The Vice-Minister of Education is the second highest person in the Ministry of Education and is charged with the direction of the educational policy of the country.

The Ministry of Education is made up of administrative, advisory, cultural-educative and service personnel in various sections which are designed to assist the Minister of Education in fulfilling his responsibilities and functions. The major advisory entity is the Technical Council of Education. This Technical Council is responsible, among other things, for determining whether methods used in the educational process are providing the means to achieve the objectives and aims of education established by law. The planning unit of the Ministry is called the Office of Integral Planning of
Education. This planning unit is responsible for maintaining a close liaison between the Technical Council of Education and the National Council for Economic Planning in developing educational plans for the country.

The Director General of Education is chief of the Educational Division of the Ministry and is responsible for coordinating and evaluating activities in the various educational levels which come under the Ministry of Education, public as well as private. These activities are the following: urban pre-primary and primary education; rural education and social development; secondary education; literacy and adult education; esthetic education; physical and health education; student welfare and special education.

The Director General of Culture and Fine Arts is the chief of the Culture and Fine Arts Division of the Ministry of Education and is responsible for the direction, promotion, and coordination of the cultural and artistic facilities in the country. These include, among others, the National Library, the Historical and Anthropological Institute, the National Institute of Fine Arts, the National Folkloric Art Institute, and other establishments.

Technical supervision of the school system is organized with the Director General of Education as the head of the Council of Supervision. The Sub-Director General of Education has the primary responsibility of coordinating supervisory activities.
other members of the Council of Supervision are the Directors of the various educational levels, the Departmental Technical Supervisors, the District Supervisors and other specific Supervisors.

The Departmental supervisor is the representative of the Ministry of Education and is assigned to a specific department of the country. He is assisted by district supervisors to carry out his responsibilities, these include all aspects of education in his particular department which insure a technically efficient and well administered educational establishment. He is required to insure coordination among all areas and levels of education in the department, and is responsible for the supervision of secondary education.

In each municipality there functions an Auxiliary Committee of Education, which collaborates with the technical supervisor of the department, the municipality and with the schools. This auxiliary committee attempts to promote the cooperation of the community regarding the endowment of school buildings, financial resources, and other support, such as the procurement of school furniture and teaching materials. In addition to these auxiliary committees, the Minister of Education encourages parents and teachers associations in an effort to better the situation of the students in the schools. Such associations obtain supplies necessary for school lunches; they arrange for cultural and recreative activities; and they collaborate with the teachers in solving educative problems.
Private schools are authorized in Guatemala. One of the requirements is that the technical director of the school be a Guatemalan and possess a title of primary school teacher or a title from the university in an educational area. Private schools are under the control and inspection of the Ministry of Education and are required to comply with the official program of the country. 55

In the large farms and commercial companies or industries, it is an obligation of the owner or company to provide educational facilities for primary schools and literacy centers and to sustain the costs involved for school-age children for workers. This educational service is to be free of charge to students. The municipality in which large farms, commercial companies or industries are located are responsible for determining (in accordance with the law) as to which enterprise will be obliged to establish schools and literacy centers. Teachers in these institutions can be either titled teachers of empirical teachers who have diplomas verifying their capacity to teach. To enforce this law, the authorities may fine enterprises which do not comply with the law. 56

Teacher Training

Most teachers are trained at secondary level schools. There are separate institutions for each of the following specialties: rural primary school teacher, urban primary school teacher, music teacher, and physical education teacher. 57
Many rural teachers are empirical, that is, they have had little or no formal teacher training. In the education division of the Ministry of Education, there is a section which is responsible for rural education and social development. Within this section is a unit responsible for the professionalization of these empirical teachers. This is done through a two-year in-service teacher-training program, which is a combination of correspondence courses, short work-shops during the regular school year, supervisory and consultation visits by special supervisors and two, eight-week intensified vacation programs. Upon successful completion of this in-service program, the empirical teachers are given the title of Professionalized Empirical Teacher.

Secondary school teacher-training programs are available at the University of San Carlos, which has the responsibility for training teachers for this level as well as supervisors and administrators. In reality, most secondary school teachers are primary school teachers, who, after a period of service and an examination, are granted authority to teach a special subject in the secondary school.

At the post-secondary level, there are also teacher-training programs for homemaking teachers, this is a three-year program. For pre-primary school teachers it is a two-year program. To enter either program, one must possess a primary school teacher's
certificate. In the homemaking teacher-training program also ac-
cepted are persons who hold a bachelor of letters diploma or a
diploma in commercial studies. 59

Pre-primary Education 60

The pre-primary education is the educational level desig-
nated for the formation of children before entering the primary
schools. Children may attend various pre-primary schools prior to
the age of seven years. The Ministry of Education is responsible for
the program and for the administration of pre-primary schools which,
at this level are best described as kindergartens. In institutions such
as nursery schools, children's homes and other not specifically edu-
cational institutions, the Ministry is concerned only with the
educational function of these institutions.

The principle objectives of these schools are to adapt the
child to school and social life, to develop confidence in himself, and
to assist in his psychobiological development.

To accomplish these objectives, the curriculum includes
mental training, Spanish lessons, muscle training, home training,
individual and group activities, art, physical education and moral
training. The methods of Froebel and Montessori are used at this
educational level. 61
Primary Education

Primary education is the basic phase of the systematic educational process and consists of six grades, organized in three cycles, for both the rural and urban areas. It is both compulsory and free.

The objectives of primary education are: to favor the psycho-biological and social development of the child; to adopt measures for the moral and intellectual well-being of the educand; to develop in the child the formation of hygienic habits and knowledge about adequate nourishment to conserve his health; to foment attitudes and to unfold dexterities that favor the scheme of productive activities; to cultivate the capacity for sound recreation and good use of free time; to fortify family integration through the formation of individuals capable of recognizing and assuming their respective obligations; to inculcate and develop in the educand precise notions about the fulfillment of his obligations and the proper use of his rights; to foment civic ideals and to help them aspire to a Central American union; and to integrate his experiences in the primary school, his home and community.

All inhabitants are obliged to pursue the primary school program. Parents who do not have a justifiable cause to impede their children of primary school age from attending primary school will be sanctioned in accordance with the law.
The primary schools in the rural areas are under the direction of the rural education and social development section of the education division of the Ministry of Education. This section has the responsibility of developing programs according to the necessities and conditions of the different zones of the country. This section is also responsible for giving special attention to intensifying the use of Spanish in the rural areas, and education to improve the economic situation of the rural family and community.

Subjects which are included in the primary school curriculum are: language (Spanish); mathematics; natural science; geography and history of Guatemala, Central America and of the Americas; civics; economics, physical education and sports; music; penmanship; drawing, manual arts and in the upper grades, English. The curriculum is characterized by its flexibility, functionalism, unity, coordination and continuity, with the expressed goal of meeting the individual needs of children.

Secondary Education

Secondary education is that phase which forms in the educands a basic common culture and explores their aptitudes and interests for vocational orientation, and consists of those systematic studies of both a general and a diversified character that are imparted between the primary school and the superior level of education.
The aims of secondary education are: to satisfy what is necessary for the formation of youth, to guide toward the affirmation of their personality and their type of life so that each one will reveal his vocation and acquire best attitudes for adaption; to continue the integral formation initiated in the primary school; to create for the educands a balance between general culture and scientific-humanistic formation; to instill and develop a high regard for Guatemalan nationality; to cultivate and develop ethic values that permit the educand to establish an equilibrium between himself and what he has and between others and what they have; adopt attitudes and habits which preserve health; to stimulate the creative imagination and reflective thinking; to capacitate the educand for understanding the socio-economic development of Guatemala that he may contribute to its improvement; to capacitate the educand to make good use of free time; to prepare the educand for civic and social life and by so doing to assume for his own life process basic knowledge of the democratic system, seeing that Guatemala and Central America institutions have a place in this system; and to form in the educand a moral conscience that serves as a foundation for the sense of responsibility which precludes knowledge of his obligations and rights as a family member, a future citizen and effective force both in the material and spiritual progress of his community.
Secondary Education consists of two cycles. The first is a basic or general cultural cycle of three grades, and the second is a diversified cycle of studies, the length of which depends upon the program undertaken. The basic cycle is obligatory for anyone who desires to obtain a title recognized by the State. The diversified cycle has a two-year program for the diploma of bachelor of science and letters, which permits entrance into the University; a two- or three-year course in technical and vocational education for accountants, secretaries, mechanics and other types of technicians; and a three-year program for teachers, which has been discussed previously.

The curriculum for the basic cycle includes the following subjects: mathematics, Spanish, natural science, sociology, drawing, painting, music, industrial arts or homemaking, physical education. Optional subjects in the curriculum are foreign languages (English or French), typing, hygiene, bookkeeping and secretarial work. In the diversified cycle for the Bachelor of Science and Letters diploma, the subjects are: Latin American literature, sociology, psychobiology, physics-chemistry, philosophy, foreign languages, mathematics, physical education, and, by option: statistics, Latin, handicrafts, art, drawing, painting, music, and history of Guatemalan art.

Many of these subjects are also offered in other programs of the diversified cycle. In addition, subjects in the area of
specialization, are offered. These include practice teaching at the normal schools, shop work at the technical vocational school, and office practice in the commercial schools.

Higher Education

Higher education in Guatemala is offered in two universities; the University of San Carlos, which is the National university and the Catholic University, Rafael Landivar. There are also other post-secondary schools, there are the Normal School for Pré-primary School teachers, the Normal School for Homemaking teachers, the National Nursing School, and the Social Service School; the first is a two-year program and the others are three-year programs.

The University of San Carlos is completely autonomous in all aspects. It is financed by the government with a subvention amounting to not less than two per cent of the national budget; also, there are fees, university charges, and income from property which are used to maintain the university.

The Rector is the legal and the highest official in the university. The university is governed by the university council, which consists of the rector (chairman), the deans of faculties, a representative from each university school and a student from each faculty. Each faculty is governed by an administrative council, which is made up of the dean, (chairman), a secretary and five members, two of which are titular professors, one a member of the teaching staff and one student.
The University Rafael Landivar is governed by an administrative council and a board. It is financed through its own resources, fees, and university charges. The rector and deans are appointed by the board of governors of the university and must satisfy the requirements laid down by the statutes for private universities, promulgated by the University of San Carlos. The University Rafael Landivar has faculties of law and social science, humanities and economics. The standards for granting degrees and the program of studies at this university meet the same standards of those at the University of San Carlos and the persons granted degrees enjoy the same rights and privileges to practice their profession in Guatemala as those granted by the University of San Carlos.

The general entrance requirements for both universities are essentially the same. To enter either university one must be a graduate from the general secondary school (bachelor of science and letters diploma) or an equivalent program, one must take an entrance examination in certain subjects and submit to a personal interview.

There are ten faculties at the University of San Carlos offering degrees up to the Doctorate in many fields. (Ref. Figure 10, P. 155.)

Students at both universities are required to pay fees and certain charges. Financial assistance is available to needy students.
Student associations are authorized and are represented in the universities' governing bodies.

All students attending the universities are required to study in the two-year basic study program. Upon successful completion of this program, they may select the faculty of their choice and, if they meet the specific requirements of the faculty, enter the faculty to study for their degree.

Two new universities were established in Guatemala in 1966: University of the Valley and University Mariano Galvez, thus bringing the total universities in Guatemala to four.

Statistical Data

Statistical data for Guatemala are presented in Table 14, P. 97.

Education in Honduras

History

The early history of the Republic of Honduras indicates that the cultural level was quite low and that education was disregarded. General Francisco Morazan, a Creole of Honduras, who was one of the Presidents of the Confederation of Central America, was very much concerned about education in Honduras. However, due to the difficult political problems of his time, he was unable to accomplish
much for education in his country. The National University was founded in 1847 along with some schools and secondary level institutions. The first regulation concerning public instruction was approved and promulgated in 1875. The first primary school for girls was founded in Tegucigalpa in 1877 and during the same period were created the National Institute, the Superior School for Girls and the normal section for teacher training.

The Constitution of 1880 provided that:

It shall be a primary duty of the State to foster and develop the various forms of public education. Primary education shall be compulsory, secular and free of charge. Secondary and higher education shall also be undenominational.

The first Public Education Code was issued in 1882. This was suspended in 1923 and has since been followed by others. In general the Public Education Code defines the principles of education, the structure, the regulations, administration and inspection of schools.

Between 1945 and 1953, several important developments occurred: (1) the establishment of a rural teacher-training school for men; (2) the revision of the curriculum for nursery schools, and for urban and rural primary schools; (3) the establishment of fundamental education centers to improve the economic and social conditions of
the communities; and (4) the Ministry of Education approved the General Regulations of Secondary Education.

The National University was originally founded as an academy in 1845 and was then accorded University status in 1847 when it came under State control. In its early days it offered instruction in the humanities, philosophy, theology and metaphysics. In 1881 the University offered the courses mentioned previously and introduced professional courses in the new faculties of medicine, science, law and political science. In the ensuing years, the faculties of chemistry and pharmacy, dentistry, economics and engineering were created. In 1957 it became an autonomous institution, and in 1960 a University Center for General Studies was organized.

The School of Nursing was established in 1942 under the Ministry of Public Health and Social Welfare. The School of Social Welfare is under the Ministry of Labor and Social Security and was established in 1957. Under the Ministry of Education, the Francisco Morazan Superior School for Professors was established in 1956. All the aforementioned institutions are on the post-secondary level.
The most recent official document regarding education in Honduras is the Organic Law of Education which was promulgated in the Official Gazette, given by the National Congress in October 1966 and ordered executed by the President in November 1966. This Organic Law replaces the Public Education Code of 1947. This document will be referred to as the Organic Law in succeeding portions of this paper.

Aims

The aims of Hondurean education are: to form citizens with love of their country, conscious of their obligations and rights, with a profound sense of responsibility and of respect for human dignity; to contribute to the discovery of the human personality; to form apt citizens to construct a democracy that adequately coincides with individual interests and community interests; to stimulate the development of the sentiments of solidarity and comprehension between nations; to capacitate for the valuation of work as a fundamental obligation, in the promotion of the economic life of the country; to attain a formation that assures progress in nature, in science, in techniques which direct all to an integral development of the country; and to contribute to the conservation of health and finally to the spiritual elevation of man and of society.
The Educational System

National Education is structured on the following fundamental principles:
(a) it is democratic, because it offers equal educational opportunities to all inhabitants of the nation;
(b) it is national, because the teaching is inspired in the interests and necessities of the country and solicits the formation of a conscience that fortifies the sentiments of nationality;
(c) it is scientific, because it is founded on a science which promises to fulfill the national reality;
(d) it is a collective enterprise, because it requires the whole cooperation of the State and the community;
(e) it is dynamic, because it is vital, it provides a practical capacity for the productive life of the nation; and
(f) it is progressive, because it utilizes and creates better techniques for directing the teaching-learning process.

National education is organized as an integral process correlated in all levels. The educational levels are pre-primary, primary, secondary, and higher. (Ref. Figure 11, p. 175.) The Minister of Education is responsible for all schools, public and private, through the secondary level, and the Superior School for Professors which is on the higher level of education.

The education system comprises two aspects: (1) in-school education which is imparted in established institutions, and (2) outside of school education which is imparted through the medium of libraries, museums, theaters, and other media of diffusion and cultural formation.
FIGURE II
HONDURAS—SYSTEM OF EDUCATION
1962

Figure 11

Key to Symbols

HONDURAS: SYSTEM OF EDUCATION--1962

MN------ Primary School Teacher
CP------ Public Accountant
TS------ Social Worker
PEM----- Secondary School Teacher
EG------- Graduate Nurse
CUEG----- University Center of General Studies
LE------- Licentiate in Economics
LD------- Licentiate in Law
DM------- Medical Doctor
DO------- Dentist
DQF------ Doctor in chemistry and pharmacy
IC------- Civil Engineer
A-------- Agronomist
O-------- Entrance examination
©-------- Final examination
Education is the right of all of the inhabitants of the Republic and the State has the obligation to provide it in the most ample and adequate form. Education imparted in official establishments is free at all levels. Primary education is obligatory.

The State recognizes the liberty to create private institutions of learning as long as they are not organized against the democracy of the State, the public order and good customs. Such private institutions are considered as an activity of cooperation with the State, complying with its educational function. In order to give the studies legal value, instruction must be imparted in accordance with the laws of education and instructors must use the official curriculum and programs. These private institutions are subject to inspection by inspectors of the Ministry of Public Education.

Administration

The administration of education is centralized in the Ministry of Public Education. The chief executive of Honduras is in charge of education, and his responsibilities are carried out by the Secretary of State in the Office of the Ministry of Public Education. The Minister of Public Education is a member of the Presidential Cabinet.

In order to carry out his functions as Minister of Public Education he has personnel, both administrative and technical, within the Ministry, organized according to levels and specialties of education and administration.
In addition, there are two principal entities which have very important functions. These entities are the Office of Integral Educational Planning and the National Council of Education. The Office of Integral Education Planning is responsible for conducting research to explore the reality of national education and to present plans of action for each level of education and to make an evaluation of these plans. This planning office is required to collaborate in its planning activities with the National Superior Council of Economic Planning.

The National Council of Education is organized with the Minister of Public Education presiding; the Director-Generals of the various departments of the Ministry; the chief of the Educational Planning Office; a representative of the National Superior Council of Economic Planning; and a representative of the National University. This organization is responsible for recommending the general lines of educational policy of the State.

Supervision has as its objective to stimulate the improvement in both the quality and quantity of education for the objectives that have been assigned to the school system of the country. Supervision is organized in such a manner as to enable extending this action to all centers of learning and service (public and private) of the Republic. It is integrated on all levels with the objective of contributing to the unity of the school system of the Nation. Supervision consists of orientation, coordination and evaluation of school work, of projects
of community development and of services of cultural extension. Supervisors and directors of educational establishments are required to be native-born Hondureans.

Teacher Training

According to the Constitution of the Republic of 1965, teacher training is a preferential function of the State. Teacher training is conducted for primary school teachers at the secondary level in Normal schools; for secondary school teachers, at the Superior School for Professors; special teachers are trained in the National Fine Arts and Music schools; and at the National Autonomous University there are offered certain courses in education.

The primary school teachers trained at the Normal school have to complete the basic cycle of secondary school and then study for three years at the Normal school. Pre-primary teachers are required to be graduates of a Normal school and then study for two more years in a special course for pre-primary teachers before receiving their title. Secondary school teachers have a program of three years of studies in their specialties beyond secondary school. There are also programs for teachers who do not have titles, to provide them with a professional basis for teaching.

Pre-Primary Education

Pre-primary education is that education which is received by the children in kindergartens or infant schools, which have as
their objective to guide the children in their first experiences, to stimulate the development of their personalities and at the same time facilitate their integration. Pre-primary education is imparted for a period of three years.  

Primary Education

Primary education is obligatory, provided in a program of studies of six years, and free. Religious instruction can be provided to those students whose parents request it. Primary schools participate in programs for social improvement with the objective to tend toward the development of the community. Owners of private industries, agricultural enterprises and mines are required to provide and to pay for educational services for the children of their employees, when over twenty children are involved.

The objectives of primary education are: to offer the instruments and basic context of culture and the integral development of the personality of the child in accordance with the following goals: (a) to promote the formation of good habits; (b) to stimulate the formation of a scientific attitude, that permits rational explication and objectivity of the natural phenomena and of social actions; (c) to capacitate for a life of work and to contribute to economic and social development; (d) to favor the formation of sound social living together that protects the integral conservation of the family, the civic
education of the citizen and the affirmation of a sense of Hondurean democracy; (e) to cultivate those hygienic habits for the conservation and improvement of health; (f) to cultivate the capacity for the appreciation of esthetic values, and the development of artistic activities; and (g) to cultivate those spiritual sentiments and morals and to encourage the practice of good habits. 83

The curriculum for the primary school in Honduras includes the following general areas and subjects: 84

Health Education -- gym, educational games, sports, hygiene, first aid and nutrition; Intellectual Education -- Spanish, reading, writing, prose, literary appreciation, mathematics, natural science and social studies; Esthetic Education -- penmanship, drawing and decorating, music and singing; Technical Education -- industrial arts for boys, homemaking for girls and agriculture; and Orientation.

Secondary Education 85

Secondary education attends to the integral formation of youth, continuing the formative process of primary education; to capacitate for the employment of professions and crafts that are required for the social and economic development of the country; and to prepare to continue to study at a superior level. Secondary education is presented in two cycles: the common cycle of general culture, with the aims of general culture, exploration and vocational orientation;
and the diversified cycle, to continue the orientation, to intensify the studies and to provide professional formation in different fields of work.

In order to enter into the studies of the common cycle of general culture, which has a duration of three years, it is required to have passed the plan of studies of primary education; to enter into the diversified cycle it is necessary to pass the common cycle. The diversified cycle has a duration which is variable—no less than two years. Also courses and special schools can be organized for those students who complete the primary school with the objective of capacitating them in minor crafts and trades.

In the diversified cycle, the following general fields of study are offered:

(a) secondary education—objective, to form Bachelors in Science and Letters—the course of studies includes materials in the humanistic, scientific and technical class. This is a two-year program.

(b) vocational education—objective, to form medium-level professionals, specialists or technicians, in commercial and industrial fields which are considered necessary for the development of the country. These programs are either two or three years in length.

(c) artistic education—objective, to form middle-level professionals in the distinctive fields of fine arts such as musicians, artists, dancers, and others. These programs are of either two or three years in length.

(d) teacher training—objective, to prepare teachers for primary schools. This is a three-year program.
The curriculum for the common cycle, includes the following subjects: Spanish, English, mathematics, social studies, moral instruction and good manners, plastic arts, music, penmanship, physical training, industrial arts for boys, and homemaking for girls. 86

The curriculum of the diversified cycle for the diploma of Bachelor in Letters and Science (Secondary Education), includes all the subjects indicated for the common cycle and, in addition, the following: Latin (optional), French, physics, biology, chemistry, and philosophy. In addition, for both cycles there are supplementary activities such as sports, choral music and orchestral music. 87

The curriculum for the other programs of the diversified cycle includes not only academic subjects, but also shop activities, or practical experience in industry, commerce, and practice teaching.

Higher Education

Higher education is provided at the National Autonomous University, the Social Service School, the National School of Nursing, the Panamerican Agriculture School, the National School of Fine Arts, the National School of Music, and at the Superior School of Professors, "Francisco Morazan." 88

The National University is an autonomous institution with a legal character. It enjoys the special privilege to organize, direct and develop, higher instruction and professional education; and, to
contribute by scientific research to the general diffusion of culture helpful to the community and to further the understanding of national problems. 89

The State will contribute to the maintenance, development and enlargement of the National Autonomous University, with an exclusive assignation annually, of three per cent of the net income of the nation, excluding loans and donations. The University is exonerated from all classes of duties and taxes. 90

The State can authorize the foundation of private universities, giving consideration to the rational opinion of the National Autonomous University on the matter. The title of an academic character has official validity only when it is granted or recognized by the National Autonomous University, or other universities created in conformity with the law. Only those persons who demonstrate valid titles can exercise professional activities. 91

The National Autonomous University consists of a University Center for General Studies for first-year students, these are first-level courses to prepare for future studies in the faculties of: Law, Medical Science, Dentistry, Chemistry and Pharmacy, Engineering, and Economic Science; and the National School of Laboratory Technicians. Not fully developed yet is a program at the second level of the University Center for General Studies. This will provide degree-granting courses in education, psychology, physics, biology,
chemistry and mathematics. Degrees through the doctorate are granted by the university. 92

Students holding diplomas from the normal school, the commercial school, or the general secondary school may enter the university. No entrance examination is required. The only faculty which holds a limit on students entering is Medicine; all the others do not have limits. Students do not have to pay tuition fees. There is an enrollment and examination fee. Room, board and books have to be paid for by the student, unless he is granted a scholarship to help with such expenses. Students are authorized to form organizations, and to belong to various cultural and recreational societies as well as to engage in sports. 93

The supreme authority within the university is the full assembly, consisting of the rector, the secretary-general of the university, the treasurer, the deans, a member of the teaching staff of each faculty, a lecturer of the College of University Professionals, three representatives of students' associations of the various faculties, and two representatives of the university students' federation. In each faculty there is a governing board. There is also a university council, which has the rector, the secretary-general, the university treasurer, the deans of the faculties, a representative of the students of each faculty and three representatives of the Honduras University Students Federation. Further, there is a university board of administration. 94
The Pan-American Agriculture School was founded in 1941 and is operated by the United Fruit Company, with a director and an administrative committee. The program is of thirty-six months' duration and successful graduates are granted a diploma of agronomy. There are many applications for admission, for which a diploma of Bachelor of Science and Letters is required. Successful applicants are granted a full scholarship which includes boarding, clothing, textbooks, and other expenses. The only expense to the student is his fees and return fare. This is a boarding school. 95

The National School of Nursing is administered by the Ministry of Public Health. The program is of three years' duration. Candidates desiring to enter this school must be a graduate of the general secondary program or the normal school. Successful graduates of this school are granted a diploma of a professional nurse. In addition to successfully completing all examinations, the students must present and defend a thesis. 96

The School of Social Welfare is under the Ministry of Labor and Social Welfare. It is a three-year course. Entrance requirements include completion of the general secondary program or the teacher-training program. The program includes specialized studies to provide the student with the knowledge and techniques to be a social worker. Graduates are granted a diploma of a technician. 97
The National School of Fine Arts and National School of Music provides training for persons who desire to become teachers of plastic arts and music respectively. The plastic arts teacher-training program is for two years and music teachers for three years. 98

The Superior School for Professors, "Francisco Morazan" is an institution of the Ministry of Education. It was established in 1956 to provide teacher-training courses for secondary school graduates and various kinds of in-service and refresher courses for practicing teachers. The school is administered by a director who has a technical advisor and each department has a director and a council. In addition to teachers, this school also trains directors and administrators. Students entering this school must be secondary school graduates either from the general secondary program, or teacher training, or the three-year commercial course, or have an equivalent training. Two years of teaching experience is required if the student is taking certification courses. Students taking the three-year course may specialize in mathematics and physics, humanities, biology and chemistry, social sciences, and education. Successful graduates are granted the title of Professor of Secondary Education in their specialty. 99

Statistical Data

Statistical data for Honduras are presented in Table 14, p. 97.
Education in Nicaragua

History

During the colonial period, education received very poor attention. Probably the most important educational institution founded during the colonial period was the University of Leon. This university was established in Leon late in the colonial period, 1812. It was the second such institution established in Central America. This university was founded by a religious order. Actually at the time of the separation of Nicaragua from the Central American Federation in 1839, there were only a few rudimentary schools which had been established by religious orders, besides the University of Leon. At the middle of the nineteenth century the government began to take an interest in education. In 1862 the University of Granada was founded. In 1875, education was declared obligatory and free. In 1941 the Central University of Managua was established as a dependency of the State. 100

Actually, the University of Leon was an outgrowth of the Seminary of San Ramon which was founded in 1670. This Seminary gave instruction in theology, law and medicine. The students went to the University of San Carlos of Guatemala for their licentiate examinations, as San Carlos was the only university in the Captaincy General of Guatemala which had authority to grant degrees. 101
During the latter part of the nineteenth and early part of the twentieth century most of the better primary schools of Nicaragua had a five-year program. In 1927, it was recommended that this program be extended from five years to six years. In 1929, the Minister of Public Education directed that all schools, public and private which were recognized by the government be changed to a four-year program since most of the schools only had programs of four years or less. At the same time some schools were re-organized to include grades five, six and seven. 102

Today primary schools are organized on the following basis:
(a) Fundamental, first two grades; (b) Intermediate first four grades; and (c) Superior, all six grades. 103

The first secondary schools were founded in Granada in the latter part of the nineteenth century. In general, even today secondary education bears many characteristics which were developed in the early stages of this educational level. The forerunner of the present teacher-training schools was established at the beginning of the twentieth century. Commercial schools followed, with vocational and technical schools coming into being during the middle of the present century. Secondary schools, offering the general course, are governed by an Executive Ordinance of 1948, and teacher-training schools, by a Decree of 1959. 104
The University of Leon was closed during the period 1869 to 1888. The University at Managua and at Granada were closed in 1945 and 1951 respectively. In 1947 the University of Leon was named the National University with Faculties in Leon and Managua, and it was declared to be autonomous in regard to financing, administration and teaching, in 1958. 105

Constitutional Provisions for Education

The Nicaraguan Constitution of 1950 contains the following provisions concerning education:

The education of children is a primary obligation incumbent upon their parents.

Needy parents shall be entitled to apply to the State for assistance in the education of their children.

Public education is one of the State's primary responsibilities.

Primary, secondary and vocational education shall be subject to the technical supervision of the State.

Primary education shall be compulsory, and, in so far that the expense is defrayed by the State and by public bodies, it shall be free and non-denominational.

The State shall promote secondary and higher education, technical education for workers, and agricultural and industrial training schools.

All educational establishments shall make due provision for the moral education of children, and shall endeavor to foster their sense of citizenship and to develop their personality and vocational aptitudes.

The award of academic and vocational qualifications shall rest solely with the State, which shall determine those professions
for the exercise of which a degree is to be required, together with the examinations and other conditions necessary for obtaining it. No title for the exercise of a profession shall be conferred unless the candidate has successfully completed the corresponding academic course.

Any national of Nicaragua who has acquired academic qualifications in a foreign country shall be admitted and authorized to exercise his profession, subject to the production of evidence that his qualifications are genuine and were obtained at a recognized university of the foreign country concerned.

No titles shall be conferred or recognized, save established university degrees or the diplomas or certificates required for the exercise of a given office or profession.

Freedom of teaching shall be guaranteed, subject to the requirements of law and order and of decency.

The teaching profession shall be free of any political bias, and shall be exercised in the interests of democracy, patriotism and the nation.

Any agricultural or industrial undertaking operating outside the area served by the national schools, in which there are more than thirty children of school age, shall be required to maintain a co-educational elementary school.

The President of the Republic, as the highest administrative authority, shall direct, administer, and supervise public education and promote the extension of popular education and the eradication of illiteracy.

The Educational System

The educational system consists of four levels: pre-primary, primary, secondary and higher. The pre-primary level consists of two years. The primary level is six years. Children start the primary school at age six. The secondary school has programs of three, four, or five years' duration depending upon the
program and type of education or training desired by the student. The higher education level has non-degree programs of variable years and degree programs of from five to eight years leading to the degree of licentiate and doctor. (Ref. Figure 12, p. 193.)

Administration

Except for the National University, all education in Nicaragua is under state control. Public education institutions are directed, administered and inspected by the Ministry of Education. Private bodies are authorized to operate educational institutions, finance them, determine the educational and religious policy. However, they are supervised by the Ministry of Education. The control of education is legally vested in the Ministry of Education. However, other Ministries operate schools which train personnel for specific skills; such as the Ministry of Public Health operates the Nursing School and the Ministry of War, Marine and Aviation operates the military schools.

At the head of the Ministry of Public Education is the Minister who is a member of the President's cabinet. The National Council of Education, consisting of three members appointed by the Minister, provides advisory services to the Minister on all aspects of national education. The Minister is assisted by a Vice-Minister, who functions as the director-general of public education.
FIGURE 12
NICARAGUA—SYSTEM OF EDUCATION
1963
Figure 12

Key to Symbols

NICARAGUA: SYSTEM OF EDUCATION--1963

MEP-----Primary Education Teacher
B--------Bachelor
OE-------Army Officer
CP-------Private Accountant
SC--------Commercial Secretary
TI--------Specialized Technician
MC--------Medical and Surgeon
AN--------Lawyer and Notary
P---------Journalist
IC--------Civil Engineer
F---------Pharmacy
CD--------Dental Surgeon
E---------Economist
AN--------Business Administrator
IN--------Agronomy Engineer
O---------Entrance Examination
●---------Final Examination
In the Ministry of Public Education, there are departments of primary, secondary, special, and higher education, a department of cultural institutions as well as general administrative offices under the major official of the Ministry. Funds for the operation of the Ministry are provided from the national budget.

Inspection of schools, public and private, is provided for primary schools by the general school inspection service and by regional inspectors. For secondary schools, inspection service is provided by the Department of Secondary Education.

**Teacher Training**

In the primary schools of Nicaragua, one may find teachers who are graduates of the government normal schools and who have a diploma; teachers who have completed their studies at non-government teacher-training schools or those who have completed two or three years of study; teachers who have passed a qualifying test and who possess a certificate of professional competency, but do not have a teaching certificate; and those who have none of the above.

There are five government normal schools on the secondary level where primary school teachers are trained. These schools are located in Jinotepe (for men), in San Marcos (for women), at Esteli which is co-educational and specializes in rural teacher
training, and a day and a night school in Managua. These latter are also co-educational. There are also private normal schools which train teachers. These schools follow the official curriculum of the Ministry of Education.

Secondary school teachers are recruited from professional men, such as doctors, pharmacists, lawyers and engineers; from primary school teachers and others who show the aptitude and vocation for teaching certain subjects. In-service courses are held for staff members of secondary schools. Principals of secondary schools recruit their own teachers and make nominations to the Ministry of Education for their appointment. Until this decade there was no institution specifically to train secondary school teachers.

In the National University of Nicaragua, a School of Education was organized in 1960. Studies in social science, literature, mathematics and physics, chemistry and biology and educational science are offered. In the near future this school will be raised to the level of a Faculty.

Pre-Primary Education

There are a number of schools at this level which are providing education in kindergartens or nursery schools for children between four and six years of age. The systems of Froebel and Montessori are generally used. Children attending these schools
are given their first educational experiences principally in the forms of games and other educational activities.

**Primary Education**

Primary education is compulsory for children from age seven. Attendance is better in the urban areas than in the rural areas, due principally to economic conditions. In rural areas, children help on the farm. This results in non attendance. Special hours are arranged for children who have to work, allowing them to attend classes after work.

The curriculum for the primary school includes the following subjects: physical exercise and educative games; health and the human body; ethics and civics; Spanish, reading, dictation, composition and grammar; handwriting, arithmetic and geometry; natural science; geography; history; drawing; singing; handicraft and homemaking; and farm work. The curriculum and program presently in operation for both public and private primary schools was promulgated in 1938.

**Secondary Education**

The principal aims of secondary education are to prepare students for higher education; to prepare primary school teachers; and to prepare persons to take a position in commercial, vocational and technical fields. The latter objective has come into being
largely in recent years due to the increasing mechanization of industry. This has required persons to have special skills necessitated by the particular industry.

The students who are going on to higher education are studying in both private and public schools, following the same required curriculum. The program is of five years' duration. Successful graduates are awarded the diploma of Bachelor of Arts and Letters. Students who desire to study in this program have to be graduates of the primary school. The curriculum includes the following subjects: Spanish, foreign languages, mathematics, natural science, philosophy and social sciences, art, home economics and physical education and sports.

Since secondary education is neither compulsory nor free, the government assists some students through scholarships. Many of the religious private schools receive a subsidy from the government and also provide space for those students who have government scholarships.

The teacher-training schools are both public and private and train teachers for the primary level, both urban and rural. In addition to the general academic and specialized teacher training subjects which the students take, they are provided with practice teaching experiences during their last two years of schooling. The teacher-training course is of five years' duration. Students
desiring to study in these institutions have to have completed the primary school. In the evening school an exception is made to the requirement of completing primary school for unqualified teachers provided they have had five years of teaching experience.

Other secondary level schools are:

The School of Hygiene--this school trains health officers and health inspectors. It is a six-month course. Students desiring to become health officers must have completed two years of secondary school or its equivalent. Health inspectors need only primary school education. This school is under the administration of the Ministry of Health.

The National School of Fine Arts--this school offers courses in sculpturing, painting, drama, and ballet and is operated by the Ministry of Education.

Military Schools--the most important military school in Nicaragua is the Military Academy which requires its entrants to have completed two years of secondary school. Successful graduates are commissioned sub-lieutenants and are awarded the diploma of Bachelor of Science and Letters. Other schools are the Aviation School for which the requirements are the same as for the Military Academy; and, the Radio School which is a three-year course with one year of secondary school required for admission. These schools are operated by the Ministry of War, Marine and Aviation.

The National Technical and Vocational Institute--this institute has a three-year program to provide training to selected
applicants who are over age 15 and who have completed the primary school. These students receive shop-practice and related activities for about sixty to seventy per cent of the day and the remainder in academic subjects. The course is a three-year program which for successful graduates grants the title of a technical specialist in a particular field. Courses are offered in plumbing, auto mechanics, diesel mechanics, construction, drafting, air conditioning, and others.

Commercial Schools--there are both public and private commercial schools which offer programs for secretarial and office personnel and accounting. The secretarial course is a three-year, and accounting is a four-year. Students are required to be primary school graduates to study in these programs.

It is expected that in the future, the single secondary school cycle of three to five years will be replaced by a two-cycle program which is presently in operation in other Central American countries. Also the government is interested in developing a more pragmatic approach to education by developing more flexible programs to respond to the environment and the present and future needs of the country.

Higher Education

Higher education programs are offered on the university level at the National University of Nicaragua and the Central American Catholic University. On the less than university level, courses are offered at the National School of Agriculture and Animal Husbandry; the Social Service School, the National School of Nursing, and the National Seminary.
The National University, with its major activities in Leon, Nicaragua and some activities in Managua, is organized in faculties and schools for the purpose of preparing students for professions. In Leon, there are the faculties of medical science, law and chemical sciences and pharmacy and dental science. In Managua are the faculty of mathematics and physical science, and the schools of business management, economics, journalism and education.

Students desiring to study at the National University are required to have completed the general secondary program and have earned the diploma of Bachelor of Science and Letters. The faculty of medicine and that of engineering also require the applicant to sit for an entrance examination. The school of education accepts persons who have the primary school teacher's certificate. Students pay tuition and examination fees and also provide for room and board. There are neither loans nor scholarships available. However, part-time employment, principally as teachers in night schools, is arranged when required. Students are represented on the university board and faculty councils, and may become members of student organizations.

The National University is an autonomous institution. This autonomy is guaranteed by a Decree of 1958, with regard to teaching, administration and finance. Benjamin indicates that because the autonomy of the University is guaranteed only by Executive Decree, it may be withdrawn at any time by executive power.114

The National University is governed by a university board, made up of the rector, the vice-rector, the deans of the faculties, a representative of the Minister of Education, the secretary-general
and a representative of the students. According to Benjamin, ar-
rangements may be made for the Minister of Public Education to be
present at the meetings of the university council or boards, with
voice and vote. 115 The general assembly of the University is com-
prised of the rector, the vice-rector, the secretary-general and
the faculty councils. The faculties also have a governing board,
comprising the dean, the vice-dean, the secretary, three voting
members elected by the faculty council, a representative of the
students and the treasurer of the faculty if it is located other than
in Leon. Faculty governing boards elect the rector and vice-rector
and suggest candidates to the university board when a chair is to
be filled.

The university receives its operating funds from the State
and from various governmental bodies, as well as from enrollment,
tuition and examination fees. Under the terms of the Decree pre-
viously mentioned, the Audit Office of the Republic has the respon-
sibility of supervising financial matters of the university.

Unlike the universities in the other Central American
countries, the National University has neither the responsibility
nor the exclusive right to pass on the activities of professional
practicing in the country. A Nicaraguan who has studied only abroad
must produce evidence that his qualifications are genuine and that
they were obtained at a recognized university of the foreign country concerned. With this evidence he may practice.

The Centralamerican Catholic University, a Jesuit institution, operates under its own statutes, since there is no legislation governing private university education. It has a board of directors, which is its highest authority, a financial committee and a university council. The university council is composed of the rector and the vice-rector, the secretary-general, the deans and vice-deans of the faculties and a representative of the students. This council deals with all internal activities of the university.

Students desiring to study at the Catholic university are required to hold the diploma of Bachelor of Science and Letters and to sit for an entrance examination.

The Catholic University offers studies in law, engineering, business management, veterinary science and classical studies. It was authorized in 1960 by Legislative Decree as an independent, private, non-profit making university. Classes began in 1962.

The National School of Agriculture and Animal Husbandry is under the operation of the Ministry of Agriculture and offers a nine-semester course for students who desire to become agricultural engineers.

The School of Social Services offers a three-year program which grants successful graduates a diploma of social welfare officer.
The National Seminary is administered by the Archbishop of Managua which provides a program of twelve years of study beyond primary school, leading to the priesthood.

Statistical Data

Statistical data for Nicaragua are presented in Table 14, p. 97.
SECTION IV

COMPARISON OF THE PRIMARY LEVEL OF EDUCATION IN CENTRAL AMERICA

This section will deal with a comparison of the primary level of education in Central America. This level of education rather than the secondary or higher level has been selected for comparison since, throughout the region, it is the only level that has a uniform number of years of study; it is compulsory and free; the curriculum is basically the same; the age group is relatively the same; and there are uniform and adequate data over a period of time from the same source.

A comparison of the secondary and higher levels of education would seem to be desirable also, but as the study has progressed it has become evident that this is not feasible. The major reasons why a comparison of these levels is not feasible are:

1. The diversity of the programs offered in Central America on both the secondary and higher education levels as evidenced in Table 13, pages 93 - 96 of this paper. As this table indicates, there are on the secondary level eleven different areas of studies varying in length of time from three to six years beyond the primary
level, and on the higher education level the number of areas and length of time of study is even greater;

2. Conceivably the general secondary program of five years of study beyond the primary school level leading directly to the university could be compared. However, as evidenced by the data reported in Table 15, p. 98 of this paper, the percentage of time allotted to subject groups in this program varies so greatly that it is not practical to compare even this program which is of the same length of time of study and has the same major objectives; and

3. Data for these educational levels are not uniform nor adequate over a period of time to be comparable.

Data that will be used for the comparison have been taken from the Human Resources Studies of Central America which were published during the middle of this decade by the Superior Council of Central American Universities. This Council will be referred to as CSUGA in this paper. These studies were developed as a result of a felt need to determine the status of Human Resources in Central America. The basic planning for the study was conducted by Central Americans with advisory services of other Latin American and United States experts in the field of human resource planning.

In addition to the central planning and operational staff for the study, a committee in each country, made up of university
personnel from the country concerned, developed the data from the study under the guidance and direction of the central planning and operational staff. The results were published in Spanish, one for each country, under the title of The Educative System. The Ford Foundation, the Regional Office of the Agency for International Development for Central America and Panama, and the Technical Cooperation Program of the Organization of the American States, provided technical and financial assistance in the development of the studies.

The factors to be compared are:

Enrollment of the 6-13 year old age group;

Efficiency (retention) of the primary education system;

Scholarity level of primary education students;

Scholarity level of the 6-13 year old age group;

Academic level of primary school classroom teachers;

Basic salary for a normal school graduate, primary level teacher;

Teacher-pupil ratio, primary education level;

Sex of the primary education level teachers;

Public primary level schools and classrooms; and

Funds budgeted for instruction at the primary education level.
Enrollment of the 6-13 Year Old Age Group

For the purposes of uniformity and comparability, CSUCA used the 6-13 year age group to determine the number and then the percentage of the population in this age group who were enrolled in the primary schools of Central America. This age group also was considered more realistic and representative of the primary school age. The CSUCA diagrams on the system of education reflect this concept also, since the age for primary school is shown as 7-12. This same age group, 7-12, is used on the UNESCO diagrams of the system of education, in their World Survey of Education series.

The mandatory starting age for primary level students in the region is 7 years. Students do enroll at an earlier age and continue beyond 13 years of age, as is evidenced by the fact that it was reported that 6842 students, age 6, and 12797 students, 14 years of age and more, were enrolled in the primary school in Nicaragua in 1961. ¹

The results of the study follows.

<table>
<thead>
<tr>
<th>Country</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>85.0</td>
</tr>
<tr>
<td>El Salvador</td>
<td>49.9</td>
</tr>
<tr>
<td>Guatemala</td>
<td>33.7</td>
</tr>
<tr>
<td>Honduras</td>
<td>54.7 (Age group 7-14)</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>36.5</td>
</tr>
</tbody>
</table>
The data in Table 19 on the preceding page, reflects the following:

1. That Costa Rica has the largest number of students in the age group 6-13 enrolled in the primary level schools in Central America;

2. That Guatemala has the lowest number of students in the age group 6-13 enrolled in the primary level schools in Central America;

3. That since Honduras did not conform to reporting data regarding the age grouping 6-13, these data not be considered. According to the CSUCA report for Honduras, the reason why the data were reported for the 7-14 age group, was that this was the disposition of the Minister of Education, in view of the fact that the minimum age for enrollment in Honduras in the first grade is 7 years of age.  

4. That except for Costa Rica (excluding Honduras, Ref. 3 above), all of the countries have less than 50 per cent of the 6-13 age group enrolled in primary level schools;

5. That although the primary level is free and compulsory, the region, except for Costa Rica has a long way to go to attain the goal of providing at least a primary level education for everyone; and
6. That in reality, for all the countries except Costa Rica, the compulsory education law is more the expression of a desire than a law that is or could be enforced.

Efficiency (Retention) of the Primary Education System

There are a number of diversified forms through which the efficiency of a school system may be determined, either on a qualitative or a quantitative basis. The method utilized to measure efficiency of the primary school system, by CSUCA in Central America, is strictly a quantitative one. This method and the resultant analysis determines basically the proportion of students that enter the first grade to those who continue in school and complete the sixth grade. This, in reality, indicates the retention of the students in the system.

This method is based on the methodology used by a group of educational planners from Chile in developing their preliminary report regarding the general basis for integral planning of education for Chile in 1961. This report was published by the Ministry of Education of Chile, in 1961. The same method was used by all of the Countries in the region, adapting it to the educational system of Central America.
The formula employed in this method is:

\[
\text{Number of students promoted from the sixth grade} \times 100
\]

Index of efficiency = \[ \frac{\text{Number of students promoted from the first grade}}{\text{Number of students promoted from the sixth grade}} \]

The period which was used to determine the efficiency of the school system in accordance with the above formula was 1950-1960. A representative example of the method employed in the region, using the data generated by Guatemala follows.

TABLE 20

STUDENTS PROMOTED ANNUALLY IN BOTH PRIVATE AND PUBLIC SCHOOLS IN GUATEMALA, FIRST AND SIXTH GRADES, 1950-1960

<table>
<thead>
<tr>
<th>Year</th>
<th>First Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>33507</td>
<td>6103 (estd.)</td>
</tr>
<tr>
<td>1951</td>
<td>36102</td>
<td>6263</td>
</tr>
<tr>
<td>1952</td>
<td>39400</td>
<td>6700</td>
</tr>
<tr>
<td>1953</td>
<td>43870</td>
<td>7098</td>
</tr>
<tr>
<td>1954</td>
<td>43795</td>
<td>7514</td>
</tr>
<tr>
<td>1955</td>
<td>48098</td>
<td>7849</td>
</tr>
<tr>
<td>1956</td>
<td>50637</td>
<td>8419</td>
</tr>
<tr>
<td>1957</td>
<td>51814</td>
<td>9309</td>
</tr>
<tr>
<td>1958</td>
<td>56108</td>
<td>10270</td>
</tr>
<tr>
<td>1959</td>
<td>59682</td>
<td>10981</td>
</tr>
<tr>
<td>1960</td>
<td>62521</td>
<td>13031</td>
</tr>
<tr>
<td>Total</td>
<td>525534</td>
<td>93537</td>
</tr>
</tbody>
</table>

\[
\frac{93537 \times 100}{525534} = 18.0\%
\]

The results of the study were reported by all the countries for the entire system, public and private. Costa Rica, Guatemala,
and Nicaragua also reported the results of the private and public schools separately. The reported results follow.

TABLE 21

EFFICIENCY (RETENTION) OF THE PRIMARY EDUCATION SYSTEM IN CENTRAL AMERICA, 1950-1960
Measured as per cent of students who completed first grade and continued in school to complete sixth grade

<table>
<thead>
<tr>
<th>Country</th>
<th>Per Cent All Schools</th>
<th>Per Cent Public Schools</th>
<th>Per Cent Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>22.7</td>
<td>22.4</td>
<td>27.5</td>
</tr>
<tr>
<td>El Salvador</td>
<td>17.0</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>Guatemala</td>
<td>18.0</td>
<td>16.1</td>
<td>25.5</td>
</tr>
<tr>
<td>Honduras</td>
<td>11.9</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>14.0</td>
<td>10.1</td>
<td>37.5</td>
</tr>
</tbody>
</table>

n/r not reported

The data indicate that Costa Rica has the highest rate of efficiency in the region and that Honduras has the lowest. Another way of expressing the results is that of 1000 students who complete the first grade, 227 complete the sixth grade in Costa Rica; 180 in Guatemala; 170 in El Salvador; 140 in Nicaragua, and 119 in Honduras.

It is interesting to note that in all cases where the results were reported, the private schools have higher rates of efficiency than the public schools. The rate between the public and private schools in Costa Rica is slightly over 5 per cent. This is considerably
less than for the other countries. The greatest variance in this ex­
ists in Nicaragua; 37.5 per cent from private schools; only 10.1
per cent from public schools.

The explanation for this great variance in Nicaragua, given
in the CSUCA report, is that it is the result of the economic condition
enjoyed by the families who send their children to the private
schools. This reason is justified when one considers the per capita
income of the population of Nicaragua. Essentially the same reason
would apply to each of the other countries in the region.

In the reports, all the countries make note of the low rate
of efficiency and report that one of the major reasons for this phe­
nomenon is due to a lack of facilities with upper elementary grades.
The majority of schools, especially in rural areas, have only one
grade; two grades; or three grades. In the case of Honduras, it is
reported that in 1957, 82 per cent of the schools in the country had
only up to three grades. This means that when a student completes
the highest grade of the school in his area, he has either to be sent
to board with someone, or to board at a school, or his family has to
move to a place where there is a school which has higher grades.
This becomes very difficult for most people, due to the economic
condition of the general population in the region.
Scholarity Level of Primary Education Level Students

Scholarity in the CSUCA reports relate to the amount of schooling or education a person has had in terms of grades completed, when leaving the school system. This has been reported in three categories relative to the number of grades completed, with a judgment as to the resulting level of literacy attained after having completed a certain number of grades in school. These categories are:

<table>
<thead>
<tr>
<th>Category</th>
<th>Grades Completed</th>
<th>Literacy Level Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Six</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>II</td>
<td>Three, Four or Five</td>
<td>Potential</td>
</tr>
<tr>
<td>III</td>
<td>One or Two</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

These categories and the judgment of literacy level attained is based on the considerations that if a student completes six grades he has had sufficient exposure to the mechanics of reading and writing to be literate and has sufficient education to continue to be literate, plus the desire and the potentiality to improve and seek further education. A student with from three to five grades completed is considered only a potential literate since this exposure to the educative process is not as great as that of a satisfactory literate and that he will have to exert more effort to complete six grades and to retain what he has learned. The deficient literate,
due to his meager exposure to education and the basic mechanics of reading and writing, will probably, in time, lapse into becoming an illiterate from disuse of the limited writing and reading techniques he has acquired in school.

The technique used for arriving at the scholarity level in the CSUCA studies, was to consider the number of students who completed each grade, and then left the system, over a period of time. The period 1950-1960 was used. The annual totals by grades were added to arrive at a grand total for each grade; from these figures, a percentage was arrived at for each grade. To arrive at the percentage for category I, the per cent of grade six was used; for category II, the per cent of grades three, four, and five were added and the total became the per cent for this category; and for category III, the per cent of grade one and two were added, and the total became the per cent for this category.

A representative sample of how this technique is used to arrive at scholarity level is that used by Honduras. It is shown on the following page.
TABLE 22

SCHOLARITY LEVEL OF HONDURAN PRIMARY EDUCATION
STUDENTS, PUBLIC AND PRIVATE SCHOOLS,
1950-1960, BY GRADES

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>1st</th>
<th>2d</th>
<th>3d</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>21380</td>
<td>11143</td>
<td>4188</td>
<td>1502</td>
<td>1273</td>
<td>472</td>
<td>2802</td>
</tr>
<tr>
<td>1951</td>
<td>27381</td>
<td>14125</td>
<td>5634</td>
<td>2412</td>
<td>1894</td>
<td>527</td>
<td>2789</td>
</tr>
<tr>
<td>1952</td>
<td>26733</td>
<td>13691</td>
<td>5437</td>
<td>2266</td>
<td>1729</td>
<td>519</td>
<td>3111</td>
</tr>
<tr>
<td>1953</td>
<td>21514</td>
<td>11843</td>
<td>4082</td>
<td>1731</td>
<td>269</td>
<td>525</td>
<td>3064</td>
</tr>
<tr>
<td>1954</td>
<td>24532</td>
<td>12317</td>
<td>5618</td>
<td>1959</td>
<td>788</td>
<td>751</td>
<td>3099</td>
</tr>
<tr>
<td>1955</td>
<td>27949</td>
<td>12327</td>
<td>5970</td>
<td>2679</td>
<td>1780</td>
<td>759</td>
<td>4434</td>
</tr>
<tr>
<td>1956</td>
<td>29717</td>
<td>13648</td>
<td>6814</td>
<td>2467</td>
<td>1465</td>
<td>839</td>
<td>4484</td>
</tr>
<tr>
<td>1957</td>
<td>25899</td>
<td>11770</td>
<td>6200</td>
<td>1774</td>
<td>1022</td>
<td>482</td>
<td>4651</td>
</tr>
<tr>
<td>1958</td>
<td>35334</td>
<td>16336</td>
<td>7741</td>
<td>3006</td>
<td>1754</td>
<td>1348</td>
<td>5149</td>
</tr>
<tr>
<td>1959</td>
<td>37417</td>
<td>15650</td>
<td>9957</td>
<td>3478</td>
<td>1829</td>
<td>1176</td>
<td>5327</td>
</tr>
<tr>
<td>1960</td>
<td>45016</td>
<td>16294</td>
<td>12484</td>
<td>5954</td>
<td>2977</td>
<td>1055</td>
<td>6252</td>
</tr>
<tr>
<td>Total</td>
<td>322912</td>
<td>149144</td>
<td>74125</td>
<td>29228</td>
<td>16800</td>
<td>8453</td>
<td>45162</td>
</tr>
</tbody>
</table>

Per Cent by grade: 100. 46.19 22.95 9.05 5.20 2.62 13.99

Using the data from the above table the scholarity categories are arrived at as follows.

TABLE 23

SCHOLARITY LEVEL OF HONDURAN PRIMARY EDUCATION
STUDENTS, PUBLIC AND PRIVATE SCHOOLS,
1950-1960, BY CATEGORIES

<table>
<thead>
<tr>
<th>Students completing grade</th>
<th>Scholarity Category</th>
<th>Scholarity in per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>I</td>
<td>13.99</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>II</td>
<td>16.87</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>III</td>
<td>69.14</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.</td>
</tr>
</tbody>
</table>
The results of the study were reported by all countries for the entire system, public and private. Costa Rica, Guatemala and Nicaragua also reported the results of public and private schools separately. The reported results follow.

**TABLE 24**

**SCHOLARITY LEVEL OF PRIMARY LEVEL STUDENTS IN CENTRAL AMERICA, 1950-1960*, IN PER CENT**

<table>
<thead>
<tr>
<th>Country</th>
<th>Per Cent All Schools</th>
<th>Per Cent Public Schools</th>
<th>Per Cent Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>26.2</td>
<td>25.9</td>
<td>32.8</td>
</tr>
<tr>
<td>II</td>
<td>30.7</td>
<td>31.2</td>
<td>20.7</td>
</tr>
<tr>
<td>III</td>
<td>43.1</td>
<td>42.9</td>
<td>46.5</td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>19.8</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>II</td>
<td>25.0</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>III</td>
<td>55.2</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>Guatemala</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>20.1</td>
<td>18.0</td>
<td>29.6</td>
</tr>
<tr>
<td>II</td>
<td>18.3</td>
<td>20.4</td>
<td>8.9</td>
</tr>
<tr>
<td>III</td>
<td>61.6</td>
<td>61.6</td>
<td>61.5</td>
</tr>
<tr>
<td>Honduras</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>13.99</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>II</td>
<td>16.87</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>III</td>
<td>69.14</td>
<td>n/r</td>
<td>n/r</td>
</tr>
<tr>
<td>Nicaragua</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>16.1</td>
<td>11.2</td>
<td>43.9</td>
</tr>
<tr>
<td>II</td>
<td>19.4</td>
<td>17.1</td>
<td>30.2</td>
</tr>
<tr>
<td>III</td>
<td>64.5</td>
<td>71.7</td>
<td>25.9</td>
</tr>
</tbody>
</table>

n/r not reported  *for El Salvador and Nicaragua, period 1950-1959
In categories I and II, the data indicate that Costa Rica has the highest scholarity level and that Honduras has the lowest level. The level for public and private schools reveals that the greatest difference is again in the report for Nicaragua. The scholarity level in Costa Rica, category II, and in Guatemala, categories II and III, is higher for the public schools than for the private schools. For category I, the scholarity rate is higher in the private schools in all countries reporting public and private schools separately.

The explanation for the low scholarity level in all countries would be the same again as for the low level of efficiency; that is, that most schools have only up to the first three grades available for the majority of the school age population.

Scholarity Level of the 6-13 Year Old Age Group

An estimate of the scholarity level of the school age population (6-13 in all countries except Honduras; Honduras 7-14) in Central America was developed for the CSUCA studies by each country for the year 1960. The results were reported accordingly to the following categories:

<table>
<thead>
<tr>
<th>Absolute Illiterates</th>
<th>Those persons having completed less than one year of schooling, or who have had no schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Literates</td>
<td>Those persons having completed one or two years of schooling</td>
</tr>
<tr>
<td>Deficient Literates</td>
<td>Those persons having completed three, four or five years of schooling</td>
</tr>
<tr>
<td>Satisfactory Literates</td>
<td>Those persons having completed six years of schooling.</td>
</tr>
</tbody>
</table>
There appear to be several reasons for developing these data:

1. To screen out from the data of the scholarity level of the primary school for the period 1950-1960, previously discussed, the per cent of school leavers who were outside the 6-13 year (7-14 for Honduras) age group;

2. To determine the per cent of the 6-13 year age group (7-14 for Honduras), who were not in school or who had not completed first grade; and

3. To determine the per cent of the 6-13 year age group (7-14 for Honduras), and what the per cent was for each of the above categories. This would provide a complete picture of the educational status of this age group.

The results are reported in the following table.

**TABLE 25**

**ESTIMATE OF THE SCHOLARITY LEVEL OF THE PRIMARY LEVEL SCHOOL AGE GROUP, 6-13* FOR THE YEAR 1960, IN PER CENT**

<table>
<thead>
<tr>
<th>Country</th>
<th>Absolute Illiterates</th>
<th>Potential Literates</th>
<th>Deficient Literates</th>
<th>Satisfactory Literates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>22.3</td>
<td>33.5</td>
<td>23.8</td>
<td>20.4</td>
</tr>
<tr>
<td>El Salvador</td>
<td>51.8</td>
<td>26.6</td>
<td>12.1</td>
<td>9.5</td>
</tr>
<tr>
<td>Guatemala</td>
<td>64.8</td>
<td>21.6</td>
<td>6.5</td>
<td>7.1</td>
</tr>
<tr>
<td>Honduras</td>
<td>59.2</td>
<td>28.2</td>
<td>6.9</td>
<td>5.7</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>77.5</td>
<td>14.5</td>
<td>4.4</td>
<td>3.6</td>
</tr>
</tbody>
</table>

* 7-14 in Honduras
The data reveal that Costa Rica has the smallest per cent of absolute illiterates and the greatest per cent in the other categories, with Nicaragua having the greatest per cent of absolute illiterates. These data again support the probable cause given for the low rate of efficiency—the low scholarity level; that of the lack of educational facilities.

**Academic Preparation of Primary Level Classroom Teachers**

In each of the countries of Central America teachers are found with a variety of academic preparation. The range is from those with no preparation (empirical), to graduates from various levels of education; from a variety of programs, to graduates of normal schools, on the higher education level. The CSUCA studies have classified the teachers into two groups: graduates and non-graduates. A graduate is a person who has successful completed a program of teacher training at a normal school on the secondary or higher educational level. A classroom teacher is one who teaches a primary level grade. Special teachers, such as music, art, health, physical education, and others, are not included in this study.

The results of the study on academic preparation of primary level classroom teachers follow.
### TABLE 26

**PER CENT OF NORMAL SCHOOL GRADUATES, WHO ARE PRIMARY LEVEL CLASSROOM TEACHERS IN CENTRAL AMERICA BY YEARS OF TRAINING AND EDUCATION LEVEL**

Year 1961 (except for Costa Rica, 1962)

<table>
<thead>
<tr>
<th>Country</th>
<th>Normal School Graduates (Per Cent)</th>
<th>Years of Normal School Training</th>
<th>Educational Level of Normal School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>60.3</td>
<td>2*</td>
<td>Higher</td>
</tr>
<tr>
<td>El Salvador</td>
<td>n/r</td>
<td>4-6**</td>
<td>Secondary</td>
</tr>
<tr>
<td>Guatemala</td>
<td>59.9</td>
<td>6**</td>
<td>Secondary</td>
</tr>
<tr>
<td>Honduras</td>
<td>43.4</td>
<td>6**</td>
<td>Secondary</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>37.7</td>
<td>5**</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

n/r not reported  *Beyond secondary school; **Beyond primary school

The results show that in Costa Rica, primary-level classroom teachers are trained at the highest educational level in the region, whereas in the other countries, teachers are trained at a lower level. Of those being trained on the same level, Guatemala has the greatest number of normal school graduates as classroom teachers on the primary level, with Nicaragua having the least.
Basic Salary for a Normal School Graduate, Primary-Level Teacher

The salary paid a teacher is indicative of the economic status of the country and reflects the interest in education, as well as the desire to obtain the services of qualified persons. There are a number of classifications of teachers with respect to their academic preparation, which has been previously discussed. Teachers in Central America are generally paid according to their academic preparation and years of service. Each different group has its own salary scale. The basic salary for a normal school graduate primary-level teacher was selected for comparison, with data from the CSUCA studies, which follow:

TABLE 27

<table>
<thead>
<tr>
<th>Country</th>
<th>Monthly Salary</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>$107.</td>
<td>1959</td>
</tr>
<tr>
<td>El Salvador</td>
<td>$80.</td>
<td>n/r</td>
</tr>
<tr>
<td>Guatemala</td>
<td>$100.</td>
<td>1962</td>
</tr>
<tr>
<td>Honduras</td>
<td>$50.</td>
<td>1960</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>$85.</td>
<td>1963</td>
</tr>
</tbody>
</table>

n/r not reported

The data in the reports were given in the money of the country, which was converted to U.S. dollars using the exchange rates of 1965. The data were reported for different years, 1959
to 1963, in the CSUCA studies. Costa Rica, although the figures which are reported are for 1959, pays the highest salary to the normal school graduate, primary-level teacher, in the region. Perhaps, one of the reasons for the higher salary may be that the educational level of the teacher is higher since the normal school for primary-level teachers is on the higher education level in Costa Rica, whereas, in the other countries the normal school is on the secondary education level.

**Teacher-Pupil Ratio--Primary Education Level**

Another factor in comparing educational systems is the teacher-pupil ratio. This factor was studied in each country in the region and the results follow.

**TABLE 28**

**TEACHER-PUPIL RATIO, PRIMARY LEVEL SCHOOLS IN CENTRAL AMERICA**

<table>
<thead>
<tr>
<th>Country</th>
<th>Ratio</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>1:26.8</td>
<td>1960</td>
</tr>
<tr>
<td>El Salvador</td>
<td>1:34.6</td>
<td>1960</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1:31</td>
<td>1960</td>
</tr>
<tr>
<td>Honduras</td>
<td>1:31.8</td>
<td>1960</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>1:37</td>
<td>1961</td>
</tr>
</tbody>
</table>

The data indicate that Costa Rica has the lowest teacher-pupil ratio and that Nicaragua has the highest.
Sex of the Primary Education Level Teachers

A determination was made in the CSUCA studies of the sex of the primary school teachers. The results are as follows for each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>14.9</td>
<td>85.1</td>
<td>1961-62</td>
</tr>
<tr>
<td>El Salvador</td>
<td>25.6</td>
<td>75.0</td>
<td>1962</td>
</tr>
<tr>
<td>Guatemala</td>
<td>34.9</td>
<td>65.1</td>
<td>1961</td>
</tr>
<tr>
<td>Honduras</td>
<td>25.7</td>
<td>74.3</td>
<td>1961</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>12.2</td>
<td>87.8</td>
<td>1961</td>
</tr>
</tbody>
</table>

Throughout the region there are more women teachers in the primary schools than men teachers, which is generally true throughout the world.

Public Primary Level Schools and Classrooms

CSUCA studies attempted to obtain data regarding school facilities available throughout the region. During the past decade through various cooperative programs, schools have been built throughout Central America. The data which have been reported, however, although useful and interesting, do not lend themselves
to comparative study, since there are many factors which should be considered other than the number of classrooms and schools alone.

Some of these factors are: the location and distance of the school from the school-age population being served; the condition of the physical plant, the furniture, blackboards, and other teaching aids; the playground area and in the rural areas, space for school gardens; shops, laboratories, sports facilities, auditorium, multipurpose rooms; use made of the school for morning, afternoon, and evening sessions; number of staff at each school; and many others.

Another factor is the definition of a school proper, for reporting purposes. In Guatemala, at the time of the CSUCA studies, it was discovered that the same physical plant was being reported as three different schools. This was due to the fact that, there was a morning session, an afternoon session, and an evening session in the same physical plant; each with its own name, students, and staff. Each principal reported his own school as a separate entity. This resulted in the recording of many more schools than physical plants. This type of reporting was rectified and since then a special census on school facilities has been taken.

The CSUCA studies further classified the schools according to the number of classrooms in each school. This gave a more complete picture of available facilities. The data reported follow.
TABLE 30
PUBLIC PRIMARY EDUCATION LEVEL SCHOOLS AND CLASSROOMS IN CENTRAL AMERICA, 1962*

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Schools</th>
<th>Per Cent of Schools With Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-5**</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>1632</td>
<td>84.7</td>
</tr>
<tr>
<td>El Salvador</td>
<td>2634</td>
<td>n/r</td>
</tr>
<tr>
<td>Guatemala</td>
<td>2901</td>
<td>88.2</td>
</tr>
<tr>
<td>Honduras</td>
<td>3240</td>
<td>n/r</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>1839</td>
<td>91.5</td>
</tr>
</tbody>
</table>

n/r = not reported

* for Honduras 1961

** in Nicaragua this data were reported as schools with one classroom being 76.4 per cent, and schools with 2-5 classrooms being 15.1 per cent, making a total of 91.5 for 1-5 classrooms

In these data, the information regarding the per cent of classrooms in each school is especially revealing with respect to the educational situation in the country. In a one-classroom school, it is assumed that one or perhaps two teachers teach all grades of the primary school; however, there are few schools which have more than three grades. In these schools with up to three grades, the majority of the students are in the first grade. This was brought to light in a special study that was made in Guatemala in 1965, to determine how many one-teacher public schools there were in the
rural areas of Guatemala, and what grades were being taught by these teachers. The results follow.

**TABLE 31**

PER CENT OF ONE TEACHER PUBLIC, RURAL SCHOOLS IN GUATEMALA, AND GRADES BEING TAUGHT

<table>
<thead>
<tr>
<th>Public Rural Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent with one teacher only</td>
<td>82.0</td>
</tr>
<tr>
<td>Per cent with more than one teacher</td>
<td>18.0</td>
</tr>
</tbody>
</table>

Grades being taught in the one-teacher public rural schools, in per cent

<table>
<thead>
<tr>
<th>Grades</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>5.1</td>
</tr>
<tr>
<td>1-2</td>
<td>28.8</td>
</tr>
<tr>
<td>1-3</td>
<td>51.7</td>
</tr>
<tr>
<td>1-4</td>
<td>12.0</td>
</tr>
<tr>
<td>1-5</td>
<td>1.8</td>
</tr>
<tr>
<td>1-6</td>
<td>0.6</td>
</tr>
</tbody>
</table>

The ability of a primary-level rural teacher to teach all six grades is highly questionable, since the majority of rural teachers are empirical teachers, having little or no formal teacher training.

The results of the CSUCA studies reveal that Costa Rica has the lowest percentage of schools with 1-5 classrooms in the region.
Funds Budgeted for Instruction at the Primary Education Level

An attempt was made in the CSUCA studies to determine an estimate of the funds which were budgeted for instruction on a per student basis in the public schools of Central America at the primary education level. The estimated funds for this purpose were reported in the studies in local currency, which has been converted to U. S. dollars for comparative purposes, using the exchange rates of 1965. The funds arrived at are specifically those allotted for instruction. Funds such as for construction, equipment, purchase of property, maintenance, rent, salaries for administrators and supervisors, etc., have not been included. Funds for instruction, therefore, are defined as those funds allocated for teachers' salaries and for the operational supplies provided those teachers.

In the CSUCA studies, these budgeted funds are also treated as costs, that is, funds spent for instruction. The results of the studies follows.
TABLE 32
Funds Budgeted, on a Per Student Basis for Instruction at the Public Primary Education Level in Central America, in U. S. Dollars, (Estimated)

<table>
<thead>
<tr>
<th>Country</th>
<th>Estimated Funds Budgeted, U. S. Dollars</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>$51.95</td>
<td>1961</td>
</tr>
<tr>
<td>El Salvador</td>
<td>$30.68</td>
<td>1960</td>
</tr>
<tr>
<td>Guatemala</td>
<td>$30.07</td>
<td>1961</td>
</tr>
<tr>
<td>Honduras</td>
<td>$23.64</td>
<td>1961</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>$23.66</td>
<td>1961</td>
</tr>
</tbody>
</table>

The data reveal that Costa Rica provided the greatest amount of funds, on a per student basis for instruction at the public primary education level in the region. The amount provided is more than 40 per cent higher than the average for the entire region. El Salvador and Guatemala are providing the average amount for the region, while Honduras and Nicaragua are below the average. The amount reported for Costa Rica in the above table represents a 50 per cent increase over the amount allocated in 1957. 6
SECTION V

CONCLUSION

The purpose of this study was to investigate social factors or conditions which influence or are at least associated with the ability of educational institutions to develop and increase educational production; to determine whether educational production is comparable and whether these social factors do indeed influence or are at least associated with educational production; to attempt to validate the popular notion that the country of Costa Rica has developed her system of education to be the most productive among the five republics in the region; and to identify some reasons why Costa Rica is considered to have developed and progressed further than other countries in the region, not only in social and economic matters generally, but specifically in developing a more productive educational system.

This section consists of four parts. The factors which influence or are at least associated with educational production are summarized in five tables (part one). Factors against which educational production is measured are summarized in part two. The third part is devoted to recommendations for improving educational
production within the Central American region. In the final portion some thoughts are offered which may in part explain why Costa Rica is considered to have developed and progressed further than other countries in the region, not only in social and economic matters generally, but specifically in developing a more productive educational system.

Data from various parts of this study have been analyzed on the basis of those factors which influence or are at least associated with educational production and those factors against which educational production is measured. The results of this analysis appears in six tables. Tables 33-37 contain those factors which influence or are at least associated with educational production. Table 38 contains those factors against which educational production is measured. In all these tables the five countries have been ranked on a 1 to 5 order. Number one position in Tables 33-38, indicates that the country assigned to this position has the most favorable absolute number or percentage relating to the factor. In most instances, this is the highest absolute number or percentage; however, in some cases, it is the lowest. Where the number one rank is assigned in an inverse order the factor in the tables is identified as (i).
Factors which Influence Educational Production

Table 33 contains a summary of factors which influence or are at least associated with educational production in the communications field. Factors are included both for communications media and infrastructure.

The data regarding communications media indicate that the distribution of newspapers per 1000 population is directly associated with the literacy rate in three of the five countries. On both factors Costa Rica ranks first; El Salvador, third; and Guatemala, fifth. The other two factors, radio sets and TVs, do not appear to be associated with literacy. These same two factors do not appear to be associated with per capita income except in Honduras, which has the lowest per capita income and the least number of TVs.

Data relative to communications-infrastructure indicate that there is an association between the relative rank of each country on all factors against which educational production is measured (Table 38), and the number of miles of improved roads in the country for three countries. This association is the same for Costa Rica which ranked first; El Salvador, second; and Guatemala, third, on these two factors. The other factors do not appear to be associated with educational production.
### TABLE 33

**SUMMARY OF DATA FOR FACTORS WHICH INFLUENCE EDUCATIONAL PRODUCTION CENTRAL AMERICAN COUNTRIES**

#### Communications

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank</th>
<th>Order of Countries, 1-5</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Costa Rica</td>
<td>El Salvador</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per 1000 pop.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Radio Sets</td>
<td>2.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TV</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airports, intern-</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>ATIONAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railroads, miles</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Roads, improved,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>miles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seaports</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
Educational factors which influence or are at least associated with educational production are listed in Table 34. It will be seen from this table that, relative to the size of schools (number of classrooms), there seems to be an association between this factor and the relative rank of all factors against which educational production is measured. Costa Rica has the lowest percentage of schools with 1-5 classrooms and the greatest percentage of schools with 11-20+ classrooms; it is ranked first in educational production. The lack of school facilities with sufficient grades to allow a student to progress beyond the first or second grade has been mentioned several times in this study as one of the reasons for low scholarity, efficiency (retention) and graduation rates in the countries of El Salvador, Guatemala, Honduras, and Nicaragua.

There appears to be a direct association among all the factors listed under teachers for the countries of Costa Rica, Guatemala, and El Salvador and the relative rank of all factors against which educational production is measured. The factors of education level of normal schools for training primary level teachers, teacher-pupil ratio, and teacher salaries seem to be associated in the countries of Costa Rica, Guatemala and El Salvador. These countries are rated first, second, fourth, respectively on each of these factors.
### TABLE 34

**SUMMARY OF DATA FOR FACTORS WHICH INFLUENCE EDUCATIONAL PRODUCTION CENTRAL AMERICAN COUNTRIES**

**Educational**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank Order of Countries, 1-5</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Level Schools with:</strong></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1-5 Classrooms (i)</td>
<td>Costa Rica</td>
<td>El Salvador</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>n/r</td>
</tr>
<tr>
<td>6-10 Classrooms</td>
<td>2</td>
<td>n/r</td>
</tr>
<tr>
<td>11-10 Classrooms</td>
<td>1</td>
<td>n/r</td>
</tr>
<tr>
<td>20/ Classrooms</td>
<td>1</td>
<td>n/r</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal School graduates in service at the Primary Educational Level</td>
<td>Costa Rica</td>
<td>El Salvador</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>n/r</td>
</tr>
<tr>
<td>Educational Level of Normal School for training Primary Level Teacher</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teacher-Pupil Ratio, Primary Education Level</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Salaries, Primary Level</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

(i) Inverse order ranking

n/r not reported
It is significant that in the case of Costa Rica all of the factors listed in Table 34 appear to be associated with the overall relative rank of the countries on the factors against which educational production is measured (Table 38). Costa Rica is ranked first in all the factors included in the former table, except the factor primary level schools with 6-10 classrooms, on which she is ranked second. She is ranked first on all the factors listed in the latter table.

Table 35 contains those economic factors which are believed to influence or are at least to be associated with educational production. In this table there appears to be a direct association between the sub-factors, agriculture and other, as origins of the gross national product and the overall relative rank of educational production for the countries of Nicaragua and Honduras. Nicaragua is ranked next to the lowest and Honduras the lowest in educational production. These two countries have the next to the highest and the highest percentage respectively of their gross national product originating from agriculture and next to the lowest and the lowest percentage respectively, originating from other sources. Costa Rica is ranked first in the sub-factors, other as an origin of the gross national product, as well as first on the relative rank of all factors against which educational production is measured. The remaining sub-factors under
TABLE 35

SUMMARY OF DATA FOR FACTORS WHICH INFLUENCE EDUCATIONAL PRODUCTION CENTRAL AMERICAN COUNTRIES

Economy

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank Order of Countries, 1-5</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross National Product Origin (1955-60)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture(^{(i)} )</td>
<td>2  3  1  5  4</td>
<td>11</td>
</tr>
<tr>
<td>Manufacturing and Construction</td>
<td>4  3  5  1  2</td>
<td></td>
</tr>
<tr>
<td>Commerce and transport, and Communications</td>
<td>5  3  1  4  2</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1  3  2  5  4</td>
<td></td>
</tr>
</tbody>
</table>

Relative Distribution of Labor Force according to Economic Sectors

| 1950                          |                             |                     |
| Agriculture\(^{(i)} \)         | 1  2  5  4  3               | 11                  |
| Industry                      | 1  3  4  5  2               |                     |
| Service                       | 1  3  4  2  5               |                     |

(i) Inverse order ranking
TABLE 35--Continued

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank Order of Countries, 1-5</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Costa Rica</td>
<td>El Salvador</td>
</tr>
<tr>
<td>1963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture (i)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Industry</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Service</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Rate of Increase of GNP by Economic Sectors</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Agriculture (i)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Industry</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Services</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Uses of GNP for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Consumption</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Government</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Gross Investment</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

(i) Inverse order ranking
<table>
<thead>
<tr>
<th>Factor</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts by Government from</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxes on Property and Income</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Indirect Taxes</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Per Capita Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>1962</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Financial Input into</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Education, per cent of National Budget</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Military, (Defense), per cent of National Budget(^{(i)})</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

\(^{(i)}\) Inverse order ranking
origin of the gross national product do not appear to be associated with educational production.

The relative distribution of the labor force according to economic sectors appears to be associated with education production in Costa Rica. In the sub-factors she is ranked first, five out of six times; on the sixth, second. She is also ranked first in educational production. There appears to be an association between the sub-factor, industry and educational production, in Honduras, since on both, Honduras is ranked the lowest. Except for Costa Rica and Honduras, the relative rank for the other countries does not form any pattern which would indicate an association between this factor and educational production.

There appears to be a relationship between the sub-factor agriculture as its increasing the gross national product and educational production for Guatemala since for both, Guatemala is ranked third. The sub-factor services as to its increasing the gross national product and education production seem to be related in Costa Rica since in both, Costa Rica is ranked first.

Under the factor, uses of gross national product, there appears to be an association between gross investment and educational production in the case of Costa Rica and Guatemala, on which these countries are ranked first and third, respectively. There does not
appear to be an association between this factor and educational production for the other countries.

Regarding the factor, receipts by government from taxes on property and income and educational production, there appears to be a relationship in Costa Rica since for both Costa Rica is ranked first. Honduras is ranked fifth on the sub-factor other receipts by the government, and on the overall relative rank of educational production, indicating an association between these factors. For the other countries no pattern of association is discernible between this factor and educational production.

For the factor, per capita income and educational production, there is an association for Costa Rica and for Honduras, which are ranked first and fifth respectively on per capita income and educational production. There also appears to be an association between sub-factor, taxes on property, and income as receipts by government, and per capita income, since Costa Rica ranks first for both factors. No pattern of association appears for the other countries between this factor and educational production.

The factors, financial input into education and the military, and educational production are associated. Costa Rica is ranked highest in educational production, and in financial input into education and does not use any of its financial resources for the military.
Nicaragua ranks next to the lowest in educational production and invests the most in the military and least in education.

Factors relating to population and its influence on educational production are listed in Table 36. Of the factors listed in Table 36 no discernible pattern seem to appear between educational production and density of population or the ratio of urban-rural population. There does appear to be a direct association between the Indian population and literacy in the countries of Costa Rica and Guatemala. Costa Rica has the highest literacy rate and the lowest Indian population and Guatemala has the lowest literacy rate and the highest Indian population.

Between the factors economic active population according to occupation and educational production there appears to be a direct relationship. Costa Rica is ranked first in both. A pattern of association appears for the country of Honduras for four of the sub-factors and educational production. Honduras is ranked fifth in educational production. She has the greatest number of farmers and the lowest number of clerical, commercial and laborers among her economically active population. She is ranked fifth by these sub-factors.

There appears to be a direct relationship between the factors economic active population according to occupations and the
### TABLE 36

**SUMMARY OF DATA FOR FACTORS WHICH INFLUENCE EDUCATIONAL PRODUCTION CENTRAL AMERICAN COUNTRIES**

**Population**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank Order of Countries, 1-5</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Density (per sq. mi.), based on 1963 estimated population</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Indian Population(^{(i)})</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economic Active Population according to Occupations, 1963</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial</td>
<td>1</td>
<td>4.5</td>
<td>2.5</td>
<td>2.5</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmers(^{(i)})</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laborers</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban-Rural Population Ratio</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

\(^{(i)}\) Inverse order ranking
distribution of the labor force according to educational level. These factors also have a direct relationship to educational production. Costa Rica ranks first in both factors and also in overall educational production. No pattern exists among the other countries relative to these factors.

Two factors, language and political stability, are listed in Table 37 as factors which influence educational production. The sub-factor, Indian languages, reported and literacy appear to be associated in Guatemala. In Guatemala the literacy rate is the lowest and the highest number of Indian languages is reported and spoken. Although Costa Rica ranks fourth in Indian languages reported, it is questionable that these languages are spoken to any extent. More than ninety-seven per cent of the people in Costa Rica speak the dominant language—Spanish.

There appears to be an association between democratic progress and educational production. Costa Rica is rated first in democratic progress and in educational production. Honduras and Nicaragua respectively are rated two out of three ratings, for Honduras is fifth, both in democratic progress and educational production; Nicaragua is fourth in both democratic progress and in educational production.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank Order of Countries, 1-5</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Costa Rica</td>
<td>El Salvador</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian Languages Reported</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reported(i)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Dominant Language, Spoken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Spanish)</td>
<td>1</td>
<td>n/r</td>
</tr>
<tr>
<td>Political Stability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democratic Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1945</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1950</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1955</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Level of Coercion(i)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Political Stability</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

(i) Inverse order ranking

n/r not reported
The factor level of coercion of government and educational production are related. Costa Rica, El Salvador and Honduras rank respectively first, second, and fifth in educational production; the least, the second least and the highest level of coercion of government; also respectively.

The factor political stability and educational production are related. Costa Rica and El Salvador rank first and second respectively in political stability and in educational production. Except as otherwise noted, there does not appear to be a discernible pattern between the other countries and the factors listed in Table 37.

In summary it appears that there is a relationship between many factors which influence or are at least associated with educational production. The most evident are:

1. Distribution of newspapers per 1000 population;
2. Number of miles of improved roads in the country;
3. Size of schools;
4. Educational level of normal schools for training primary school teachers, teacher-pupil ratio, and teachers' salaries;
5. Sub-factors of agriculture and other as an origin of gross national product;
6. Relative distribution of the labor force according to economic sectors;
7. Sub-factors of agriculture and services as an increase in the rate of gross national product;

8. Sub-factor of gross investment as a use of gross national product;

9. Sub-factors of taxes on property and income and other means as receipts by government;

10. Per capita income;

11. Financial input into education and the military;

12. Indian population;

13. Economic active population according to occupations;

14. Languages; and

15. Political stability.

Some factors studied which were expected to effect educational production do not appear to have influenced it. The most evident are:

1. Radio sets and TVs per 1000 population;

2. International airports, miles of railroad and seaports;

3. Sub-factor of manufacturing and commerce as sub-factors as origins of gross national product;

4. Sub-factor of industry as an increase in the rate of gross national product;

5. Sub-factor of private consumption and government as users of gross national product;
6. Sub-factor of indirect taxes as receipts by government;

7. Density of population; and

8. Urban-rural population ratio.

Factors against which Education Production is Measured

The summary of data presented in Table 38, for the factors on which educational production is measured against clearly and without doubt supports the popular notion that Costa Rica has the "most productive" educational system among the Central American republics. Costa Rica is ranked number one on all factors. There appears to be a more even spread of rank among the other four countries.

Recommendations for Improving Educational Production in Central America

As a result of this study and from having lived and worked in Central America for an extended period, the following recommendations are made for improving educational production throughout the region:

1. To develop programs which will effectively increase literacy, especially among the school age group, using every means possible--one literate person teach one illiterate person, radio, television, literacy classes;
TABLE 38

SUMMARY OF DATA FOR FACTORS AGAINST WHICH EDUCATIONAL PRODUCTION IS MEASURED CENTRAL AMERICAN COUNTRIES

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rank Order of Countries, 1-5</th>
<th>Reference Table No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Costa Rica</td>
<td>El Salvador</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Distribution of Labor Force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>according to educational level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Primary</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other(i)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Literacy</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Enrollments in Institutions of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-primary and Primary level</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Level (Degree Program)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Higher Level (all programs)</td>
<td>1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

(i) Inverse order ranking
TABLE 38--Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rank Order of Countries, 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Costa Rica</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment of 6-13 year old age group in primary level schools</td>
<td>1</td>
</tr>
<tr>
<td>Efficiency (Retention) of the Primary Education System</td>
<td>1</td>
</tr>
<tr>
<td>Graduates in terms of Scholarity level of Primary School Students</td>
<td>1</td>
</tr>
<tr>
<td>Completed 6 grades</td>
<td>1</td>
</tr>
<tr>
<td>Completed 3, 4, or 5 grades</td>
<td>1</td>
</tr>
<tr>
<td>Completed 1 or 2 grades(i)</td>
<td>1</td>
</tr>
</tbody>
</table>

(i) Inverse order ranking
TABLE 38--Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rank Order of Countries, 1-5</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarity level of the 6-13 year old age group identified as</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolute Illiterates (i)</td>
<td>Costa Rica 1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>El Salvador 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guatemala 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Honduras 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nicaragua 5</td>
<td></td>
</tr>
<tr>
<td>Potential Literates</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Deficient Literates</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Satisfactory Literates</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Relative Rank of each country on all factors against which educational production is measured</td>
<td>1   2   3   5   4</td>
<td></td>
</tr>
</tbody>
</table>

(i) Inverse order ranking
2. To limit the building of primary level schools which will accommodate one or two grades only, and to concentrate on building facilities which will enable a student to enter in the first grade and continue through at least the sixth grade of primary level;

3. To augment present school facilities to enable a student to continue through at least the sixth grade of primary level;

4. To provide in-service professional training to empirical teachers and to limit and eventually to eliminate the input of empirical teachers into the teaching profession;

5. To raise the normal school for primary teacher training in El Salvador, Honduras, Guatemala, and Nicaragua to the post-secondary level as it now exists in Costa Rica;

6. To develop a pre-service teacher training program on a post-secondary level for teachers in the fields of industrial arts, vocational, technical, and agricultural education and to expand the facilities of the homemaking teacher training program presently operating in Guatemala that it may serve all of Central America;

7. To expand the elementary textbook project, started by the United States regional aid program and to incorporate it into one of the Central American agencies that it may have permanent status there;
8. To develop a regional curriculum and an educational aids center to assist in the development of common curricula within the region;

9. To expand the offerings in the secondary school to meet the needs of the expected expansion of the Central American common market;

10. To develop a textbook program for the secondary school level similar to that which is in operation for the elementary school;

11. To improve pre-service teacher training programs for secondary education level teachers and to provide in-service training for those secondary school teachers who do not have professional training;

12. To develop an intra-regional accreditation program for studies completed to allow the people of Central America greater freedom of mobility;

13. To strengthen the educational planning offices of the Ministries of Education and to integrate them with the economic planning offices in their respective countries;

14. To strengthen the supervision and the administrative sections of the Ministries of education; and,

15. To improve and expand testing and guidance services to assist students in selecting future studies.
Thoughts on Costa Rica's Development

This final portion of the study is devoted to recording some thoughts which may in part explain why Costa Rica is considered to have developed and progressed further than other countries in the region, not only in social and economic matters generally, but specifically in developing a more productive educational system.

Probably the most succinct explanation of why Costa Rica is considered to have developed and progressed further than any other country in Central America is found in the words of Herring:

Costa Rica is unique among the Central American states in the whiteness of her population, the honesty and constitutional orderliness of her political life, and the intelligence of her citizenry. Presidents serve out their appointed terms, handle the nation's business frugally and honestly, . . . Costa Ricans boast more school teachers than soldiers. It is a country of moderate size farms. ¹

Herring is supported by Clark, who describes Costa Rica as "clean and refreshing, a Switzerland in an alien sea," having "inherited none of the racial complexities of its bigger cousins to the south, "² or to the north.

The whiteness of Costa Ricans is attributed to two facts: first, the fact that there were fewer Indians in Costa Rica when the Spaniards arrived; and, second, the fact that these Indians were nearly all eliminated in the wars of conquest. As reported in Table 2 of this study, the population of Costa Rica is ninety-seven
per cent Caucasian which is the highest percentage in the region. Mauro indicates that the people of Costa Rica are "more completely European in blood than any other Latin American country, except Uruguay and Argentina."³

The economy of colonial Costa Rica was based on agriculture. Lacking a supply of Indians or slaves to develop their farms, the Spaniards who settled in Costa Rica had to do the work themselves. This lack of a labor supply made Costa Rica less attractive to colonists than to some of the other Spanish colonies. Mauro states that the immigrants who did come to Costa Rica "were hardy farmers whose descendants today are an industrious people."⁴ Ricardo Castro, editor of the Costa Rican newspaper, La Nacion, in attempting to explain to Clark why Costa Rica was different from the other countries, stated that:

The conquistadores knew that El Dorado was not to be found here and they moved on. The Spaniards who colonized Costa Rica, thought of it as a future home, not a fortune chest to be smashed open.⁵

Stewart substantiates the fact that the early Spanish settlers who remained in Costa Rica had to work their own farms due to the lack of a labor supply. He holds as evidence for the foregoing the striking "absence of those great land holdings which were the rule in other parts of Spain's American dominions."⁶ This explanation helps clarify Herring's statement (previously quoted) that
Costa Rica is a country of moderate size farms. Costa Rica has not had the socio-economic problem of land reform characteristic of the other Central American Countries. Stewart concludes, "The Costa Rican was from necessity self sufficient." This also helps to explain, "the development of a democratic spirit among the Costa Ricans."  

The characteristic of self-sufficiency of the colonial Costa Rican which Stewart points out is comparable to that developed by the North American colonists and is unique to Costa Rica. Of no other Central American colonists is this attribute spoken.

Mauro maintains that Costa Rica attained a truly republic government earlier than most of the other Latin republics for two reasons:

1. The people concentrated in one small area in the central plateau; and

2. Because of their geographical position, remained aloof from the continual conflicts between the other states.

Colonial governors resided in Guatemala. What control they might have exercised over the province of Costa Rica, therefore, was greatly limited because of its physical location with respect to Guatemala, lack of communications and great difficulty of travel. This lack of direct control gave Costa Rica an opportunity to develop her self determination, which has been instrumental in her development, stability and enlightenment.
The military has been a dominant and viable force in the political life of many Latin American countries. Clark describes it as a force "which makes and unmakes governments." Banks and Textor indicate that for many years there has been an "uneasy alliance between arms and politics in Latin America." In some countries this force has led to instability and has retarded democratic progress. Costa Rica, according to Clark, dissolved its army because it interfered with a civilian mandate of the 1948 vote, and called out the army to prevent a democratically elected party from assuming office.

It is interesting to note that after the army was dissolved, the army headquarters in the capital city, San Jose, was converted into a museum and cultural center.

As previously reported in this study, Costa Rica does not provide any funds for the military, since the army has been dissolved. However, in some countries of Central America, as much as eleven per cent of the nation's budget is spent for military purposes.

The studies of Fitzgibbon and the Feierabends, the former on democratic progress; the latter on political stability and level of coercion (previously reported in this study), rank Costa Rica very highly not only in comparison with Central and other Latin American countries but with other countries of the world. These are further contemporary indications of Costa Rica's development and progress.
Costa Rica's educational situation was given little attention during the colonial period. However, after independence in 1821 the concern for education increased. The constitution of 1844 and 1847 contained specific provisions for the development of education. The former placed the responsibility on the government to provide education for its citizens and the latter contained detailed guarantees that the State would establish necessary schools that the rights of the citizens to be educated might be fulfilled.

The Constitution of 1869 contained provisions which established that primary education be free, compulsory and supported by public funds. The Public Education Bill of 1886 established the formal educational system, principles of administration, and the method of organizing the system. The role of the teacher in Costa Rica was enhanced by the law of 1899, which accorded professional status to teachers.

These constitutional provisions and laws concerning education and others which followed, were for the most part, the most profound in Central America and appear to have served as prototypes for other countries in the region. They established the important role education would play in the development of Costa Rica's democratic way of life.
During the course of the study several factors came to light which are believed to be associated with and have influenced the educational production of Costa Rica. It may be well for the other countries in the region to study these factors and possibly to adopt them as a means to help improve their own educational production.

First--the role of the Superior Education Council and its relationship to the Ministry of Education. The role and relationship of this council is unique in Central America and is comparable to that of the State Board of Education with the State Department of Education in the United States. The council is on a level above the Ministry of Education. It establishes policy and provides guidelines for the Ministry of Education to follow. In the other countries educational councils have an advisory function only and are generally a part of the Ministry of Education.

Second--Boards and committees of education. Boards and committees of education are found throughout the Central American region. In general these boards and committees are principally charged with the responsibility to promote the relationships between the school and the community and to foster their integration. However, in Costa Rica which has the most sophisticated organization, there is a school board in each school district as well as an administrative board in each secondary school. In
Costa Rica these boards have certain rights and can contract obligations for the realization of the aims of the school. Thus in Costa Rica these boards and committees have a role similar to a board of education in the United States.

Third--the role of the Minister of Education in his relations with the University of Costa Rica.

In Costa Rica the Minister of Education is a member of the university assembly which is the highest governing body of the university. In Nicaragua the Ministry of Education has a representative on a similar body which governs the University of Nicaragua. In the other countries there is no representation of the Ministry of Education on the governing boards of the national universities. This unique position which the Ministry of Education in Costa Rica holds with the University of Costa Rica appears to be one in which the University can be more responsible to the needs of the country, than in the other countries. In the other countries the relationship between the Ministry of Education and the university is generally strained; the concerns and needs of one or the other frequently are neither discussed nor considered due to this strained relationship, thus limiting the role of the university in development and progress.

Kandel sees that "a nation seeks through education to mold the character of its citizens and so reflect its aims--political,
social, economic and cultural. Without question this study identifies Costa Rica as an example of a country which has proven the soundness of Kandel's concept. In her we see the role of education in nation building in which the stability of the nation rests on the character of its people—a people who have not allowed a dichotomy to exist between the ideals of their personal life and the ideals of their country, but through the integration of both they have become strong.
FOOTNOTES

Introduction


Section I


262

Ibid.

Ibid., p. 120.

Columbus Dispatch, July 8, 1968, p. 1.


U. S. Department of State, States and Regions of Latin America, Geographic Bulletin No. 7 (1967), p. 15.


Stokes, Latin American Politics, pp. 20-23.


Schmitt and Burks, Evolution or Chaos, p. 48.

Ibid., pp. 50-51.

Ibid., p. 49.


22West and Augelli, Middle America--Its Land and People, p. 383.


24Ibid., p. 472.


26Ibid., p. 12.


29Alberto Fuentes Mohr, "Guatemala," Latin America and the Caribbean, Veliz, pp. 203-204.

30Franklin D. Parker, "Honduras," Latin America and the Caribbean, Veliz, pp. 211-212.


32Teresa Hayter, "Aid to Latin America," Latin America and the Caribbean, Veliz, p. 538.

33Ibid., p. 534.

34Ibid.

35Ibid.

Section II


2 Ibid., p. 416.

3 Ibid.

4 Ibid., p. 417.

5 Ibid., pp. 420-21.

6 Ibid., p. 422.

7 Ibid.


9 Ibid.


12 Mecham, Church and State in Latin America, pp. 331-336.

13 Ibid., pp. 323-326.

14 Ibid., pp. 316-323.

15 Ibid., pp. 326-329.

16 Barth, "The Roman Catholic Church," p. 734.

17 Mecham, Church and State in Latin America, pp. 329-331.


22 Ibid.

23 Ibid.

24 Ibid., p. 697.


Section III


3 Palacin, La Educacion, p. 152.

4 UNESCO, p. 269.


Ministerio, Ley Fundamental, Costa Rica, p. 3.

Ibid., p. 4.

Ministerio, Ley Organica, Costa Rica, p. 3.


Ministerio, Ley Organica, Costa Rica, pp. 8-10.


Ibid., p. 4.

Ibid., p. 5.


Ministerio, Ley Fundamental, Costa Rica, p. 5.

Ibid., pp. 5-6.


Ibid., p. 389.


Palacin, La Educacion, p. 128.


28 Ibid., p. 430.

29 Ibid.


37 Ibid.


39 Ibid., pp. 346-348.

40 Palacin, La Educacion, p. 129.


42 Ibid., p. 444.

43 Ibid.


46 Palacin, La Educacion, p. 117.
47 Ibid.

48 Ibid., p. 118.


51 Ibid., pp. 11-26.

52 Ibid.


54 Ministerio, Ley Organica, Guatemala, pp. 64-66.

55 Ibid., pp. 43-47.

56 Ibid., pp. 47-49.

57 Ibid., p. 34.

58 Ibid., p. 21.


60 Ministerio, Ley Organica, Guatemala, pp. 29-30.


63 Palacin, La Educacion, pp. 118-119.


65 Ministerio, Ley Organica, Guatemala, pp. 32-35.


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<table>
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Figure 10  Translated by author from: Consejo Superior Universitario Centroamericano, El Sistema Educativo--Guatemala, Vol. 2 (San Jose: Universidad de Costa Rica, 1964), p. 22.

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