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Education in COSTA RICA

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FOREWORD

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

Education in Costa Rica is based on data gathered by the author in Costa Rica in 1944 and supplemented since then through documentation. This manuscript and others in the series are prepared under the supervision of Dr. Alina M. Lindegren, Acting Chief, Comparative Education Division.

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

BESS GOODYKOONTZ,
Assistant U. S. Commissioner of Education.



CHAPTER I

THE COUNTRY AND ITS PEOPLE

GEOGRAPHY AND CLIMATE

COSTA RICA, one of the six Central American republics, lies between Nicaragua and Panama. Its area of 23,000 square miles is comparable to that of West Virginia, while its population of 660,000 is but one-third as large. Although located within the Torrid Zone, Costa Rica has a diversity of climate and of soil which contributes in a variety of ways to its agricultural economy.

The main cordillera of the American continents traverses Costa Rica with two ridges from northwest to southeast supporting a high central tableland called the *Meseta Central*, and divides the country roughly into three climatic regions: the hot, sea-level littorals; the higher, temperate central plateau; and the still higher, chilly mountain peaks. From the Pacific Ocean on the west and the Caribbean Sea on the east the land rises sharply out of tropical humidity to the *Meseta Central* whose altitude of 3,200 to 6,500 feet gives it a healthful and continuously late-springtime climate. Here lives the great majority of Costa Rica's population.

Out of the central plateau rise several mountain peaks, such as Chirripo Grande, 11,485 feet; Irazú, 11,500 feet; Turrialba, 11,350 feet; and Buena Vista, 10,820 feet. Cattle ranches occupy the slopes of these peaks in the sparsely settled areas where the climate, with a temperature ranging from 41 to 59 degrees Fahrenheit, is chilly and dry. Rivers from the central highlands furnish water power in great quantity, but with the exception of the Río San Juan, which forms a part of the boundary between Costa Rica and Nicaragua, the rivers are not navigable to any but small boats.

ECONOMIC ASPECTS

Only a small percentage of the Costa Ricans live in the coastal lowlands where foreign-owned plantations are worked by Negroes imported from the West Indies. The chief products of these low-lying zones have been bananas, cacao, fine woods, and sugar cane. The war has stimulated interest in plant diversification, and former fruit plantations are now producing cinchona, rubber, and the banana-like plant abaca which yields an excellent rope fiber. New banana plantations have been established on the Pacific Coast south of Puntarenas around Quepos and Golfito.

About one-fourth of the population of Costa Rica is engaged in coffee production. Coffee is the chief export crop of the country, accounting for approximately half of all exports. The annual crop averaging about 30,000 short tons¹ is grown in six of the seven provinces of the Republic, but the finest and best-priced coffee grows on the *Meseta Central* at an altitude of about 4,000 feet. Here an average temperature of 60 degrees Fahrenheit, ample rainfall, and deep, rich volcanic soil provide ideal conditions.

About 80 percent of the country's cultivated land is comprised of small, individually owned farms, and because of Costa Rica's diversified climate, every month in the year is suitable somewhere within its boundaries for planting almost any crop grown between Canada and the Straits of Magellan. The farms are neat in appearance and well cared for. On each is the dwelling of the owner or worker of the land. The houses are of simple, one-story, Spanish types, usually of adobe, painted in pastel colors, with red tile roofs. There is invariably a porch or projecting roof for the protection of the farmer's precious *carreta*, a two-wheeled cart drawn by a team of oxen. These carts, especially their solid disc wheels, are painted in attractive designs and bright colors and constitute the rural Costa Rican's most sure and common means of transportation. The farmer (*campesino*) takes great care of his *carreta* and team of oxen, for annual contests are held and prizes awarded for the finest pair of animals and the most beautiful cart.

Manufacturing is based on agricultural production and is concerned chiefly with coffee, sugar, cacao, and articles made of the native fine woods. Many of the country's domestic needs for items such as cheese, shoes, leather goods, furniture, soap, cigarettes, and textiles are met locally, but being mainly agricultural, Costa Rica is dependent on foreign nations for most of its finished products.

Mining is only slightly developed and is confined to the province of Guanacaste on the Pacific slope where some gold and silver are found.

¹ Agriculture in Costa Rica. Washington, D. C., Pan American Union. 1943. pp. 7-9.

COLONIAL PERIOD

Costa Rica was discovered by Columbus in 1502 when he dropped anchor in Cariay Bay, at the present site of the Caribbean port of Limón. The Indians found here were wearing ornaments of gold in size and quantity sufficient to convince the explorers that here was a rich source of gold. The name *Costa Rica*, which means "rich coast," may have been given the region by the Great Explorer because of this belief. The gold seekers who followed Columbus were disappointed to find the gold inaccessible and apparently in only limited quantity, so they moved on to richer territory leaving the newly discovered land to farmers who came to stay.

The Spaniards estimated that there were in the days of their first arrival about 25,000 aborigines in that section of the isthmus. Records indicate an early civilization of the stone and wooden tool age; but at the time of the Spanish conquest, the natives excelled in making cast-gold ornaments which are still sought and highly prized by archeologists. During the period of conquest the Indians offered fierce resistance to the newcomers.

It was not the discoverer's task or interest to establish permanent settlements, so it remained for the *conquistadores*, the Spaniards who followed Columbus, to bring about the colony's recognition by Spain. In 1509, it came under the jurisdiction of the province of *Castilla del Oro*, then a part of Panama. In 1562 the colony was given its own governor. Several outposts were set up in different parts of the country, but none proved to be permanent except Cartago, the colony's first capital, founded in 1564 by Vazquez de Coronado. With the governorship of Vazquez the true history of Costa Rica began, and colonists, cattle, and European grains, vegetables, and fruits were transplanted to develop the new settlement. The governors who followed Vazquez were less benevolent and ranged in temperament and methods of ruling from the indifferent to the ruthless. All, however, followed a policy of establishing and perpetuating here Spanish religion, traditions, arts, and culture.

As the Indians, refusing to become slaves to the individual land holders, retired to the jungle or were wiped out by the conquerors, the Spaniards—even the governor of the province—found it necessary to do their own cultivation of the land. By 1770 Spain decreed that all communal lands should be divided among the farmers in proportion to their ability to work them. Later, uncultivated land was so heavily taxed that large holdings were dissolved. Today only a few of the coffee and banana plantations are large estates. Thus Costa Rica became a nation of small farm owners.

In 1797, Tomas de Acosta, who was then governor, imported the first coffee trees and in less than a century the product of his experiment had become the country's chief source of wealth.

INDEPENDENCE

Following Mexico's freedom from Spain, Costa Rica's independence came automatically on September 15, 1821, with the liberation of all of the Central American colonies. The last Spanish governor was forced to give up his office in November of that year.

In 1822 the liberated colonies of Central America were annexed to Mexico by Emperor Agustin Iturbide. Two years later, with the empire's fall, the colonies again found themselves free to choose their own forms of government. A Central-American Federation with its capital in Guatemala was formed in November 1824. With this Federation Costa Rica maintained a tenuous relationship until 1848 when she discarded the name "State of Costa Rica" for that which she has since borne, the "Republic of Costa Rica."

COSTA RICA TODAY

Executive power in Costa Rica is vested in a president who is elected by popular vote to serve for 4 years. The president is not eligible for re-election until at least one other term has intervened. Legislation is in charge of the Constitutional Congress, a single legislative chamber of 44 members also elected for 4 years, the term of half of the members expiring every 2 years. The judicial system is headed by a supreme court of eight members elected by the Congress.

Administratively, Costa Rica comprises seven Provinces, each under the direction of a governor appointed by the President of the Republic. The religion of the State is Roman Catholic, but under the Constitution all faiths in Costa Rica enjoy freedom of worship.

Of Costa Rica's 660,000 inhabitants, about 82 percent are white, 14 percent *mestizo* (mixed white and Indian), 4 percent Negro, and less than 1 percent Indian. "There is little in the garb of the country people to distinguish them from the rural population of other countries, and none in the attire of the residents of the cities to stamp them as "Costa Ricans." An occasional lace *mantilla* worn in public bears witness to Costa Rica's Spanish origin.

San José, the capital and largest city, with a population of 223,380, is located in the *Meseta Central* at an altitude of 3,870 feet. Its streets are for the most part laid out in checkerboard fashion and are well paved and lighted. Buildings are attractive and most are under four stories in height. San José's Spanish origin is apparent also in its houses with tile roofs and grilled windows, built flush with the side-

walks, each enclosing its own patio to preserve traditional family privacy. But in the newer sections of the city dwellings and public buildings of contemporary styles are replacing the old-world types.

Many small parks dot the city and on its outskirts are found Bolívar Park, a fine zoological garden; *La Sabana*, a large and beautiful amusement park; and the National Stadium where soccer matches are held. Soccer is the favorite national sport, with baseball a close second. Band concerts in the parks, and occasional bull fights, are typical means of entertainment both in the capital and in the provincial cities and villages. A law prohibits the killing of the bull and any spectator may enter the ring and try his skill.

Life in the capital is sophisticated in a quiet, unpretentious way. The social life of the aristocracy still follows the old Spanish tradition and takes place within the walls of private homes.



CHAPTER II

COSTA RICA GOES TO SCHOOL

COLONIAL PERIOD

DURING the three centuries and more in which Costa Rica was a Spanish colony, its traditions and points of view were those of the old world. The conception of education was European and little need was felt for learning for the common man. Education for the so-called upper classes—persons of Spanish descent—was provided largely by the Church. The need for higher education was not generally recognized, although some obtained such education abroad.

EDUCATION UNDER THE REPUBLIC

It is of interest to note that the first president of independent Costa Rica was a school teacher. But education was a luxury, and the great majority of the population was illiterate. Schools, including those sponsored by the new government, were administered and conducted by the Catholic Church.

The first national congress of Costa Rica devoted much time to the consideration of how public education could be organized; and in 1824, it decreed the establishment in the capital city of the "Santo Tomás House of Education" (Casa de Enseñanza de Santo Tomás) for public instruction in writing, reading, philosophy, law, and theology. Those who pursued this course were able to obtain the degree of Bachelor of Philosophy by special arrangement with the University of Guatemala and the resolutions of the Central American Federation, of which Costa Rica was then a part.¹

A decree of 1832 obliged all parents or heads of families with children between 8 and 14 years of age to provide these children with instruction in Christian doctrine, reading, writing, and arithmetic.

¹ González, Luis Felipe. *La Evolución de la Instrucción Pública en Costa Rica*. San José, Imprenta Nacional, 1934. p. 23

Thus, Costa Rica established 4 R's in contrast with the 3 R's of the United States.

Costa Rica's Bill of Rights of 1844 states that it is the sacred duty of the government to dedicate every possible medium at its disposal to the task of public enlightenment; that such enlightenment is the right of every Costa Rican citizen and is guaranteed to him by the legal processes of his country. Various articles of this document emphasize the duty of the government to erect schools, to provide a Director General of Public Instruction, to create normal schools, to stimulate learning by offering prizes to students who distinguish themselves, and to develop a loyalty to the laws of the land. According to this law, girls are to receive the same education as boys. Further, it was stated to be the obligation of all people to support institutions of science and learning, whether or not they have children of their own.

In 1846, another law created in San José a school for the preparation of elementary school teachers. A university council was formed in 1849 and given the task of reorganizing elementary education in the Republic and revising the curriculum of the new University of Santo Tomás. The same law established secondary schools (*colegios*) in the provinces.

In 1858, education became free and compulsory from 8 to 12 years of age. However, this compulsory attendance law was not put into effect until 1862.

The Political Constitution of 1869 carried the concept of education further, placing upon the national government the responsibility of financing public instruction, and setting up the machinery for a thorough reorganization of elementary, secondary, and higher education in the country. The new government plan provided a system of inspection for all schools, competitive examinations for the selection of teachers, a standardized teachers' rating scale, a plan of scholarship awards, a program for the professional development of the teachers, public libraries, philanthropic educational societies, and regulations governing private schools.

The reforms which followed the enactment of the 1869 regulations aimed to unify the national program, consolidate its support, and bring educational methods into line with the progressive tendencies then developing in Europe through the influence of Rousseau, Herbart, Pestalozzi, and others. During the next few years, additional reform laws were passed, and *colegios* were established for secondary instruction in the municipalities of Cartago, Alajuela, Heredia, and San José. The last-named school was supported by university funds, and named the "Instituto Nacional" (changed later to "Instituto Universitario").

Public-School Law of 1886

The basis of the elementary school system of Costa Rica today was laid by the Common School Law (Ley de Educación Común) of February 26, 1886, which put into Nation-wide effect the provisions of the compulsory school law already on the statute books of the country.²

The law was comprehensive. According to one of its provisions, parents were obligated to see that every child in the household between 8 and 14 years of age attended school if one existed within 2 kilometers. Fines were stipulated for parents who failed to send their children to school and on shopkeepers or anyone who employed a child of school age. Also the Republic was divided into school districts, each encompassing an area with a radius of 2 kilometers and including not less than 1,000 population. Rural areas with less than 1,000 population did not receive the benefits of these provisions until 1914 when traveling schools (escuelas ambulantes) were provided wherever as many as 10 children lived in an area 10 kilometers in radius.

This Common School Law has been carried on almost unchanged up to the present time. The creation of local school boards did much to fix responsibility for the establishment and maintenance of schools locally, and also to make each community responsible for the attendance of its children. So well did the national school program work, that in half a century, the illiteracy figure was cut down from 70 percent to 23 percent.

Twentieth Century

With the turn of the century, the elementary schools of Costa Rica saw the natural sciences come into their own. The general pattern of education in the country began to take shape. Instruction in reading was put on phonetic principles; and arithmetic and geography were revised to be taught by the "concentric method," beginning with the immediate environment of the child, then proceeding to his home, his community, his country, and finally the world. This system is still in use.

Manual training received a powerful stimulus with the arrival of a Swedish teacher in 1900. New forms of woodwork were introduced. In the rural schools pupils were taught to make rope and other useful materials from local fibers. For girls, sewing, embroidering, and lace making were supplemented by cooking classes introduced as an elective in the secondary schools in 1906.

In 1911 several experimental "farm schools" were established. The success of these schools caused their general adoption in 1918, from which date the betterment of rural economy has been one of the real objectives of education.

² Ibid., p. 5-9.

The socialization of the educational program came around 1915, when the Normal School in Heredia began a series of experiments which led to a broadening of the curriculum and an adaptation of the purposes of instruction to the life and development of the child. Community problems were brought into the classroom and the classroom activities reached out into the community.

Education Today

Administration.—All education in Costa Rica is under direction of the Secretary of Public Education (Secretario de Estado en el Despacho de Educación Pública), aided by an Assistant Secretary.

ELEMENTARY.—In the field of elementary education the Secretary of Public Instruction is assisted further by an Administrative Chief (Jefe Administrativo) and a Curriculum Chief (Jefe Técnico). The Administrative Chief concerns himself with school finance; the material improvement of the schools; the hiring, transfer, and promotion of teachers; the granting of pensions; inspection of night schools; and the creation, elimination, or modification of school districts. The Curriculum Chief is responsible for the development and modification of the curriculum. He classifies the schools into their proper category; visits schools; and through the medium of 7 provincial inspectors and 46 school visitors supervises all school work.

Inspection.³—Each school district has School Visitors whose duty it is to visit all schools within their respective districts every 2 months, to see that the general conditions are favorable to learning, that the teachers are prepared, and that the course of study is being followed and adapted to local needs. These local School Visitors send reports to the Provincial Inspectors, who, in turn, report to the Administrative and Curriculum Chiefs in the national Secretariate of Education. The School Visitors sometimes give demonstration lessons, conduct institutes for teachers, and make suggestions for the general improvement of the schools. They also meet to discuss their observations with the local school board and the School Patrons organizations. Once a month, together with the Provincial Inspectors, they meet with the Curriculum Chief of the Secretariate of Education.

Each of the seven provinces of the country has one Provincial Inspector except the Province of Guanacaste which has two because of its extensive area. The Provincial Inspector is the chief of the School Visitors of his Province. Provincial Inspectors, and local School Visitors, are appointed by the national Secretariate of Public Education. They must be Normal School graduates with the degree of "*Maestro Normal*" and have served for 3 years or more as technical directors of good schools.

³ Código de Educación. La Gaceta, Diario Oficial, No. 107 (16 de mayo 1944), Arts. 23-28.

In addition to the regular Inspectors and Visitors, who concern themselves with the basic school subjects, there are Supervisors for the special subjects (*Directores Técnicos de asignaturas especiales*), one each for music, art, physical education, religion, home economics, manual training, and agriculture. Working from the Secretariate of Public Education, each Supervisor is responsible for the development throughout the country of his particular subject. Assisting these supervisors and reporting to them weekly are local Auxiliary School Visitors (*Visitadores Auxiliares*) who visit each school at least once a semester; supervise the work of their special subjects, give demonstration lessons to establish new methods of instruction, and keep extensive records of their observations and of the progress of the work under their supervision.⁴

Boards of education.—There are two kinds of school boards: Provincial and District. The seven Provincial School Boards—one for each province—are responsible for the general development of education throughout their respective provinces. Each works closely with the national Secretariate of Public Education, and with the local boards of education in the school districts of its province. The provincial school inspectors work directly under this Provincial School Board. The governors of the provinces, who are responsible for the enforcement of educational laws, are *ex-officio* chairmen of these Boards.

District School Boards (*Juntas de Educación*)⁵ assume considerable responsibility in each local community. Appointed by the municipality, there are three voting members and two alternates nominated by the District School Inspector. The three regular members are appointed one each year for a term of 3 years. The duties of the board are to:

1. See that all school-age children actually attend school.
2. Promote the hygiene, discipline, and morals of the schools.
3. Care for the construction and maintenance of school buildings and all equipment in and around them.
4. Name a school treasurer who handles the funds of the district.
5. Visit all the schools of the district once a month, and report to the District School Visitor any matters that need attention.
6. See that the Inspectors and Visitors carry out their duties.
7. Keep permanent records of school attendance and other matters relating to the schools of the district.
8. Make contracts for school construction and for materials.

There are two sources of funds for the work of these district school boards: Money received from the national government, based upon

⁴ *Ibid.*, Arts. 28 and 29.

⁵ *Ibid.*, Arts. 31-72.

the number of children enrolled; and moneys assessed and collected locally and assigned to school funds. Examples of these are:

- 75 cents for each head of cattle butchered in the district.
- \$3 per year for local licenses for the sale of intoxicating beverages.
- \$1 for registration of each cattle-branding mark.
- All fines for crimes and misdemeanors committed in the district.
- All moneys received from commutation of sentences in the district.
- All unclaimed estates of the deceased.
- 2½ percent of all inheritances.
- School contributions received locally.

SECONDARY.⁶—Secondary schools are under the direct supervision of their principals who are appointed by the Secretary of Public Education. These principals fix the schedules, assign tasks to teachers, sign report cards, set dates for examinations, and otherwise attend to the administration of their respective schools.

There is an Association of Secondary School Principals (Junta De Directores de Segunda Enseñanza) which meets regularly to discuss problems of secondary education, propose changes in the national curriculum, verify eligibility for degrees, name examiners for teachers seeking the life-permit called "Profesor de Estado," and approve textbooks.

Each secondary school has an Administrative Board (Junta Administrativa)⁷ of three members, similar to the School Boards of the primary schools. Members of this Board are named by the national Secretary of Public Education for terms of 3 years, one being named each year. They meet twice a month, and at any other time when the principal of the school may call them into special session.

Organized with a president, secretary, and treasurer, these administrative boards include among their duties the handling of school funds, the erection of school buildings, the purchase of equipment, the maintenance of sanitary conditions, and the general development of the school program. Each board works closely with the principal of the school, and serves as a link between the school and the community, on one hand, and between the school and the National Secretariate, on the other.

Organization.—The general scheme of education in Costa Rica is as follows, according to pupils' ages and the number of years of study for each school level:

| Ages | Type of school | Number of years of study |
|-------|-------------------|--------------------------|
| 5-6 | Kindergarten | 1-2 |
| 7-12 | Elementary school | 6 |
| 13-17 | Secondary school | 5 |
| 18-23 | University | 4-6 |

A presentation of this organization is given in the following graph.

⁶ Ibid., Arts. 274-279.

⁷ Ibid., Arts. 308-314.

| Average Age of Student | | | | Year of Schooling |
|------------------------|---------------------|---------------|-------------------|-------------------|
| 23 | | | | 6 |
| 22 | | | | 5 |
| 21 | | | | 4 |
| 20 | National University | | | 3 |
| 19 | | Faculty of | Commercial School | 2 |
| 18 | | Education | | 1 |
| 17 | | | | 5 |
| 16 | | | | 4 |
| 15 | Secondary Schools | Normal School | Commercial School | 3 |
| 14 | | | | 2 |
| 13 | | | | 1 |
| 12 | | | | 6 |
| 11 | | | | 5 |
| 10 | Elementary Schools | | | 4 |
| 9 | | | | 3 |
| 8 | | | | 2 |
| 7 | | | | 1 |
| 6 | Kindergarten | | | 2 |
| 5 | | | | 1 |

Education in Costa Rica



CHAPTER III

KINDERGARTEN AND ELEMENTARY EDUCATION

KINDERGARTEN¹

THE KINDERGARTEN MOVEMENT in Costa Rica is in an early stage of development. "Maternal schools" have appeared from time to time during past decades, but only in recent years has there been a serious effort to establish kindergartens either as separate schools or as an integral part of the elementary school.

In 1944, Costa Rica had 29 kindergartens enrolling approximately one thousand children. Of these, 12 were government supported and either attached to regular elementary schools, or operated privately with government subsidy. The remaining 17 were completely private. Government-financed kindergartens are free, private kindergartens charge according to the parents' ability to pay. There are several good private kindergartens in the leading cities, but often they are housed inadequately in quarters of a temporary nature.

Though they have no official program of studies or activities, kindergartens are the direct responsibility of the Curriculum Chief (Jefe Técnico) of the Secretariate of Public Education and are supervised by the regular elementary school Inspectors and school Visitors. Each kindergarten plans its own program, consisting usually of music, rhythmic games, some handcrafts, storytelling, and art. Most kindergartens have little equipment. For this, in some of them, substitution is made by projects such as building and furnishing playhouses, and by other activities based on the interests and abilities of the children. Some kindergartens possess simple musical instruments for rhythm orchestras, and sufficient tools for workbench projects.

Most of the 50 teachers now engaged in kindergarten work are

¹ Information supplied by Jefe Técnico, Secretariate of Education, San José, 1944.

former elementary school teachers, some of whom have taken additional work in preschool and kindergarten methods. The School of Education (Escuela de Pedagogía) of the National University, at Heredia (p. 30), has a model kindergarten with good equipment annexed to its experimental school. Students planning for elementary school teaching supplement their training with some kindergarten work.

ELEMENTARY SCHOOLS¹

As already pointed out, schooling during the colonial period and the first 50 years of the Republic was based largely on that of Spain. It was formal and limited to the three R's plus religion. Reading was taught by the alphabetical method, and writing by following mechanical patterns. Arithmetic consisted of memorizing the tables and in applying the four basic operations to abstract problems.

Beginning with the Common School Law of 1886, reforms in elementary education began, although they did not take hold deeply till about 1900, when the curriculum was enlarged to include social studies, simple science, and later, music, art, and physical education. Eventually practical subjects, such as agriculture and home economics were added. With the socialization of instruction which began in the second decade of the twentieth century the classrooms of Costa Rica have become more and more centers of activity based upon the interests of child life rather than upon future adult needs.

In 1943, a modern and new program of studies² was adopted by the Secretariate of Education, based upon the proposals worked out by the Curriculum Chief and approved by the Council on Public Education (Consejo Superior de Educación Pública). This new program unified the work of all schools throughout the country, and fixed minimum standards for the three classes of elementary schools (p. 16). It made compulsory the use of what they term the "ideo-visual" method of teaching reading and writing, and the "center of interest" method, sometimes referred to as "globalization," for all other school subjects.

Geography and the social sciences start with the immediate environment of the pupils, beginning with their families and extending to school, community, country, hemisphere, and the world. Emphasis is placed upon proper use of observation and expression as avenues of learning.⁴ At the center of all school planning is the child himself, to

¹ Information supplied by Jefe Técnico, Secretariate of Education, 1944; also from González, *La Evolución de la Instrucción Pública en Costa Rica*. p. 9-15; Código de Educación, Decree No. 7, Republic of Costa Rica, 1944, in *La Gaceta (Diario Oficial)*, San José, C. R., May 16, 1944.

² Secretaría de Educación Pública. *Plan de Trabajo para las Escuelas Primarias*. San José, Imprenta Nacional, 1943. 24 p.

⁴ Gobierno de Costa Rica. *Memoria de Educación Pública, Año 1941*. San José, Imprenta Nacional, 1941. p. 102.

be studied in both his human and his natural environments, with emphasis on giving him experiences as wholes but with understanding of the elements that are involved.

The school.—The typical school building is a large rectangle, enclosing an open patio which is the playground. All rooms open onto the patio. The buildings themselves, in the urban areas, have ample light, ventilation, and modern sanitary facilities. Each school has a small library, a room used for assemblies, and the newer ones have gymnasiums, manual training rooms, cooking and sewing rooms with the necessary equipment, and a first-aid room.



A typical playground-patio surrounded by classrooms in a Costa Rican elementary school

The classrooms are usually well lighted with wide windows, and are equipped with desks seating two or three children each. Some have individual desks, and a few of the newer schools have small tables and chairs instead of desks, for the kindergarten and first grade. The rooms all have blackboards with various colors of chalk, pictures on the walls, collections of nature-study materials, and some maps and charts. A few schools have facilities for showing motion pictures and slides, but these materials are not readily available.

In each school there is likely to be a phonograph, a mimeograph machine, and a typewriter. Many have pianos. Some schools have developed small museums of natural science; many have living plants

and animals for observation; others have beehives with glass sides which allow the children to study the life of the bees.

Costa Rican schools have comparatively few textbooks, but there are some readers, copybooks, and small texts on nature study, geography, and history. In some cases the schools provide these books free of charge on a loan basis to pupils who cannot afford to buy them. The most common sight in a classroom is the set of notebooks (cuadernos) which form the basis of every day's work. There is a notebook for each subject; and into it go the teacher's outlines, the assignments, the observations and work of the pupils, and the results of home study. These notebooks, carefully prepared and illustrated in colors, are symbols of academic progress for each pupil.

Organization.—Costa Rica has three types or classes of elementary schools. Class I schools are urban schools which offer the full 6-year program of studies and carry on regularly extension services such as school lunches and school gardens. Class II schools, found mostly in urban centers, offer the first 5 years of the 6-year course of studies and carry on the extension services offered at Class I schools. Class III schools offer from 1 to 4 years of elementary schooling and are found mostly in rural areas. In 1944 there were 133 Class I schools, 80 Class II schools, and 573 Class III schools.

As already indicated, the compulsory education law requires that all children from 7 to 14 years of age attend school if there is one within a radius of 2 kilometers. On entering school the children are given intelligence tests and, on the basis of the results, are grouped into sections. Urban schools may have several sections in each grade.

School year.—In most parts of the country schools open the first Monday of March, and close the last Saturday of November. There are some areas where the schools open the first week of January and close the last of September, in order to avoid sending children to school in the worst part of the rainy season. The mid-year vacation of 15 days falls in the last half of July and holidays are observed.

In urban schools of the first and second class all pupils attend school 6 days a week. There are five class periods each morning for all pupils and in the afternoon, there are two for the boys and four for the girls. Each class period is 35 minutes in duration, and followed by a recess of from 10 to 20 minutes. School work commences usually at 7:30 a. m. and closes for luncheon at 10:30 a. m. It is resumed at 12:30 p. m. and continues till 2:30 p. m. or later. In many rural schools of the third class, boys go to school one day and girls the next—each group attending 3 days of classes a week.

Curriculum.—The official course of studies is divided into two classes of subjects: The fundamentals, which include mathematics,



Modern playground equipment is found in some cities with historic structures in the background

natural science, geography and history, and language; and the special subjects: Art, music, religious education, physical education, agricultural and industrial education, manual training, sewing, and cooking. The fundamentals are taught in the forenoons by the regular teacher of the grade; the special subjects, in the afternoons by special teachers.

Schools of the first and second class usually offer the special subjects as well as the fundamentals. The 1- to 4-year schools of the third class usually offer only the fundamentals plus religion and agriculture. The other special subjects are omitted unless someone in the community can teach them. The program of studies for each of the three types of elementary schools is given in table 1.

On completion of this work, pupils receive the certificate of graduation from the elementary school (Certificado de conclusión de estudios primarios), which entitles them to enter the secondary school. In 1944, as shown in table 2, there were 30,131 children in the first grade and only 3,134 children in the sixth.⁸ One reason for this high percentage of pupil mortality is that the majority of the elementary schools offer only a 4-year course.

⁸ Figures supplied by Secretariate of Education.

Table 1.—Program of studies for elementary schools

(Numbers in parentheses are for girls only)

| Subject | Class periods a week per school year | | | |
|---------------------------------------|--------------------------------------|-----|--------|------------------|
| | 1st and 2d class schools | | | 3d class schools |
| | I | II | III-IV | I-IV |
| I | 2 | 3 | 4 | 5 |
| A. Subjects given by regular teacher | | | | |
| Mathematics | 6 | 6 | 6 | 5 |
| Natural science | 3 | 3 | 3 | 3 |
| Geography and history | 3 | 3 | 3 | 2 |
| Language (Spanish) | 8 | 8 | 8 | 6 |
| Agricultural and industrial education | 2 | 2 | 2 | (1) |
| English ¹ | | | | |
| B. Subjects given by special teachers | | | | |
| Music | 2 | 2 | 2 | |
| Religion | 2 | 2 | 2 | 2 |
| Physical education | 2 | 2 | 2 | |
| Manual training (boys) | 2 | 2 | 2 | |
| Sewing | (2) | (2) | (2) | |
| Cooking | | (2) | (2) | |
| Art | | | 2 | |
| Total for boys | 30 | 30 | 32 | 18 |
| Total for girls | 30 | 32 | 34 | 18 |

¹ Given in combination with natural science, total 3 periods a week.² In 1944 the teaching of English was made compulsory in all elementary schools.³ Given by the regular teacher.**Table 2.—Elementary school enrollment by school years in 1944**

| School year | Number of: | | |
|-------------|------------|--------|--------|
| | Boys | Girls | Total |
| I | 3 | 3 | 4 |
| II | 13,572 | 14,559 | 30,131 |
| III | 9,288 | 8,991 | 18,279 |
| IV | 3,762 | 6,079 | 11,841 |
| V | 4,252 | 4,396 | 8,648 |
| VI | 2,298 | 2,396 | 4,694 |
| | 1,498 | 1,636 | 3,134 |
| Total | 38,670 | 38,057 | 76,727 |

School Patrons (Patronato Escolar).—In each school of the country, there is an organization of School Patrons composed of parents of the school children, which conducts drives for voluntary contributions, organizes fairs and raffles to raise money, and serves as the social welfare agency of that school. This group manages school canteens and provides lunch for children unable to attend school without supplementary diet; furnishes notebooks and other materials for children without funds to buy their own; and serves as a general committee to bring about the improvement of the school property, buying—from time to time—materials and equipment which the regular school budget cannot provide.

These organizations have helped bring parents in close contact with the schools, and, through their cooperative efforts, have improved the schools and enabled many children to attend school who otherwise would be without schooling.

Organized under these School Patrons are special committees for the development of school agriculture (*consejos agrícolas escolares*), which promote student gardens, agricultural education, and general interest in farm improvement.⁶

Health inspection of the elementary schools is in charge of the School Sanitation Department (*Departamento Sanitario Escolar*) which is a branch of the Secretariate of Public Health. Health inspectors (*visitadores sanitarios*) visit the schools regularly to see that conditions are sanitary and that health standards are maintained. They also organize free school breakfasts for pupils from financially needy homes. It is a common sight in the mornings to see a basket of ripe bananas in each of the classrooms of a school. Milk is sometimes provided, in cooperation with the "*Patrónato Escolar*."

EVENING SCHOOLS

Evening schools (*escuelas vespertinas*).—Many hundreds of students who are employed in the daytime go to the evening classes and are thus able to complete the elementary school curriculum at least through the third or fourth grades. So popular have these evening schools become, that it is almost impossible to find even a bootblack in the central park of the capital who does not leave his stand at 5 o'clock and make his way eagerly to the *Escuela vespertina*. Day school buildings are used for the night classes. The teachers may be regular day teachers, or others. The work usually consists of the bare fundamentals only, with perhaps some commercial orientation and is supervised by the Secretariate of Public Instruction.

PRIVATE SCHOOLS

While most Costa Rican children go to the public schools, there are numerous private schools of elementary instruction. In San José, there are the following:⁷

1. ***Escuela Gratuita Marta Auxiliadora***, which is the elementary division of the *Colegio* bearing the same name. It offers the full 6 years of study, and enrolls around 250 children.
2. ***Escuela Parroquial de la Iglesia de la Dolorosa***, operated by the Padres de Santo Domingo, offers 4 years of work, and is attended by 75 pupils.
3. ***Escuela de la Casa de Refugio***, run by the Sisters of the

⁶ Código de Educación, 1944. Arts. 73-83.

⁷ Information and statistics from the Secretariate of Public Instruction of Costa Rica, 1944.

Sacred Heart (Hermanas del Sagrado Corazón de Jesús), offers 3 years of elementary schooling and enrolls 90 children.

4. *Escuela del Hospicio de Huérfanos*, maintained by the Sisters of Charity (Hermanas de Caridad), offers the full 6-year curriculum, and accommodates 251 children of both sexes.

5. *Escuela primaria del Colegio de Nuestra Señora de Sion*, the elementary division of this school for girls, managed by French Sisters of that order, offers all 6 years of elementary work, and enrolls about 200 pupils. The same *Colegio* has an *Escuela Anexa* offering 4 years of elementary school instruction to about 350 children from financially needy homes of the neighborhood.

6. *El Colegio de los Angeles*, operated by the Dominican Fathers provides the full 6-year program of elementary school work and enrolls 175 pupils.

7. *Escuela don Bosco* offers 6 years of elementary schooling and enrolls 350 children.

8. *Escuela Polonesa*, with 3 years of work, enrolls 75 children.

9. *The Methodist School*, operated by the Methodist Church, offers the typical curriculum of elementary schools in the United States with the fundamental subjects of the Costa Rican course of studies, and enrolls around 250 children. It also maintains a kindergarten. Instruction is in English and Spanish.

10. *The Calvert School*, operated by a teacher from Holland, offers a combination of the American course of studies, based on the Calvert course, and the Costa Rican basic subjects. Instruction is in both English and Spanish. Enrollment is around 100.

There are other private schools of various kinds, many of which are conducted in private homes. Some are mission schools. Cartago has five private schools. The United Fruit Company (Compañía Bananera) provides elementary schools for the children of its workers on the plantations near Limón, Tres Ríos, Puntarenas, Quepos, and other places. These are usually 4-year schools. The teachers are selected by the national Secretariate; but the Fruit Company pays them, and also provides the building and equipment. Most of the workers are English-speaking Negroes imported from Jamaica, so the schools are conducted in both English and Spanish. The Fruit Company also maintains some American schools for children of its officials.

All private schools are under the supervision of the national Secretariate of Public Education and must offer the official course of studies.⁹ In all, about 4,000 pupils are enrolled in the private elementary schools of the country. They are taught by approximately 200 teachers.⁹

⁹ Código de Educación, 1944. Arts. 247-253.

⁹ Information from the *Jefe Técnico* of the Secretariate of Public Education, 1944.

CHAPTER IV

SECONDARY EDUCATION

COSTA RICA has five public secondary schools, enrolling approximately 3,000 students, and a number of private secondary schools, enrolling about the same number of students. The public schools include a school for girls (Colegio Superior para Señoritas) and a school for boys (Liceo de Costa Rica) in San José; and three coeducational schools—*Instituto de Alajuela* in Alajuela, *Escuela Normal* (not to be confused with the *Escuela de Pedagogía*) in Heredia, and the *Colegio San Luis Gonzaga* in Cartago. There are beginnings of secondary education in Puntarenas and in Liberia. The course of studies covers 5 years, and leads to the baccalaureate of secondary education, literally "Bachelor of Science and Letters" (Bachiller en Ciencias y Letras). The purpose of secondary education in Costa Rica is (1) to provide the information and knowledge necessary for the civil life of man, (2) to develop freely the innate personality of the student, (3) to awaken and strengthen aptitudes, and (4) to make for intelligent action in all spheres of society.¹

THE SCHOOL

At public secondary schools boarding facilities are rare. Scholarship students, therefore, who come from the outlying provinces must find rooming accommodations in private homes near the school they attend.

Most secondary schools are large, well-ventilated buildings of from two to four stories, with one or more courtyards enclosed by wings of the building. Each school has a gymnasium, an assembly hall, a school canteen, a first-aid room, administrative offices, and at least one school has a swimming pool. In most cases the classrooms are roomy and well lighted. The desks are of modern design, many

¹ Código de Educación. La Gaceta, Diario Oficial, No. 107 (16 de mayo de 1944) Article 264.



Students in Costa Rican secondary schools all take classes in manual arts and sewing



Home economics class in a Costa Rican secondary school

of them being the popular tablet armchair. There is usually a school museum which receives much attention and contains large collections of local plants, animals, and historical objects.

In general, the secondary schools of Costa Rica are much like the city high schools in the United States. Their principals are men of long experience in education, some of whom have lived and studied in other countries, including the United States. The methods have tended to follow the patterns of France and Switzerland in years past, but are now being adapted to the American project procedure. However, while being orientated to modern, practical living learning retains its classical flavor.

The regular requirement for admission to a secondary school is a diploma from a 6-year elementary school. Although public secondary schools are operated by the Federal Government, students must pay tuition, buy their textbooks and notebooks, and provide their school uniforms.

SCHOLARSHIPS

Many of the students receive government scholarships which provide the holder with:

1. Boat or railroad transportation from home to the school and return.
2. Exemption from tuition and examination fees.
3. A monthly living allowance of from 27 to 54 colones (about \$21 to \$42).

Scholarships are for 1 year and renewable if good work is done. Students may lose their scholarships through failing in two courses, suspension from school for misconduct, a grade of less than 8 in department or in three or more courses, or more than five unexcused absences in a semester. Students who have held scholarships and have done good work throughout their secondary school course may ask to have their scholarships extended for study in the Faculty of Education at the National University (p. 30).

Besides those who receive complete scholarships in the secondary schools there are many more who have their tuition fees waived.² This assistance is for students whose elementary school work averaged not less than a grade of 8 and whose grade in conduct did not fall below 6, for sons and daughters of school teachers, and for the three honor students with the highest grade average for the preceding year with no grade lower than 8 and an average grade of at least 9. These waivers of tuition are granted by the Director of the school concerned.

² Ibid., Arts. 225-228.

TEACHERS COUNCIL

At each secondary school the teachers are organized into a Teachers Council (Consejo de Profesores) which meets at least once a month with the Principal and Secretary of the school. The Council devotes its attention to the general improvement of the school program, including discussion of problem cases among the students.

THE CURRICULUM

The course of studies for all secondary schools is fixed by the national Secretariate of Public Education on the recommendation of the Association of Secondary School Principals (p. 11).¹ As may be seen from the program of studies in table 3, pupils have an option between English and French in the fifth year. Further, boys may take manual arts and agriculture, while the girls may take home management, cooking, and sewing. Classes are limited in size to a maximum of 35 students. Usually the teacher remains in the home room, and the students pass from room to room between classes.

Table 3.—Program of studies for secondary schools¹

| Subject | Hours a week per school year | | | | | |
|--|------------------------------|-------|-------|-------|-------|---------------|
| | I | II | III | IV | V | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <i>Fundamental subjects:</i> | | | | | | |
| Spanish..... | 5 | 4 | 4 | 4 | 4 | 21 |
| Mathematics..... | 4 | 4 | 4 | 4 | 4 | 20 |
| Natural sciences..... | 4 | 4 | 4 | 4 | 4 | 20 |
| Physics and chemistry..... | 4 | 4 | 4 | 4 | 4 | 20 |
| English..... | 3 | 3 | 3 | 3 | 3 | 12-15 9-12 |
| French..... | 3 | 3 | 3 | 3 | | |
| History..... | 3 | 2 | 2 | 2 | 2 | 11 |
| Geography and cosmography..... | 3 | 2 | 2 | ..... | 3 | 10 |
| Etymology..... | ..... | ..... | ..... | 2 | ..... | 2 |
| Civic education..... | ..... | ..... | ..... | 2 | 2 | 4 |
| Psychology..... | ..... | ..... | ..... | 2 | 2 | 4 |
| Literature..... | ..... | ..... | ..... | ..... | 2 | 2 |
| <i>Special subjects:</i> | | | | | | |
| Physical education..... | 2 | 2 | 2 | 2 | ..... | 8 |
| Music..... | 2 | 2 | 2 | 2 | ..... | 8 |
| Art or manual training..... | 2 | 2 | 2 | ..... | ..... | 6 |
| <i>Permission courses:²</i> | | | | | | |
| Agriculture..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Domestic arts..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Cooking..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Sewing..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Typing and shorthand..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Religion..... | ..... | ..... | ..... | ..... | ..... | ..... |

¹ Código de Educación, 1944, Art. 272-273; Programas de Segunda Enseñanza. Secretaría de Educación Pública, República de Costa Rica. San José, Imprenta Nacional, 1939. 92 p.

² English or French, depending on the choice of the student.

³ May be offered if permission is applied for from the Secretary of Public Instruction. The number of hours a week for each subject is not given.

⁴ Ibid., Art. 370.

Mathematics consists of arithmetic the first year; algebra in the second, third, and fourth; algebra and plane geometry in the fifth; trigonometry and solid geometry in the sixth.



Student in typical school uniform explains a mathematical problem in a Costa Rican secondary school

Natural sciences include zoology, first year; botany, second year; anthropology, third year; geology, fourth year; and biology, the fifth year. There are many demonstrations by the professor. Notebooks of demonstrations and laboratory work are required.

Geography and cosmography cover geography of Costa Rica in the first year; geography of America, second year; geography of Europe, Asia, Africa, and Oceania, third year; and cosmography (astrology), the fifth year.

History: history of Costa Rica, first year; pre-and-ancient history, second year; history of the Middle Ages, third year; modern history, fourth year; and contemporary history, fifth year.

Spanish, carried through the entire 5 years, consists of grammar, orthography, written compositions, reading and discussion of Spanish literature of representative "schools," with emphasis on Latin-American writers and oral interpretations of materials ranging from literature to current events.

Chemistry covers 3 years of inorganic and 2 years of organic, with extensive laboratory work.

English is compulsory for the 5 years, except that there is the option

of French in the fifth. The English courses include not only grammar but much conversation, reading of English and American literature, and the use of many popular American magazines.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities.—Extracurricular activities are limited in Costa Rican secondary schools. Sometimes there are dramatic productions, musical programs, and debates. The *Liceo de Costa Rica* publishes a student newspaper and the school at Alajuela has organized an harmonica orchestra. There are no regular school orchestras.

The school canteen, where the students buy light refreshments and engage in lively conversation, is a favorite meeting place between classes. Much time and energy are devoted to the planning of dances, excursions, and afternoon "coffees." Athletics are limited mostly to class games and sports, but a national program of intercollegiate football and basketball is developing. Some schools also have baseball, tennis, and swimming.

EXAMINATION FOR THE BACCALAUREATE

Examination for the baccalaureate of secondary education.—At the end of the 5-year course come the examinations for the baccalaureate of secondary education.⁴ The examinations are written and oral and are administered by an Examining Board composed of the 5 directors of public secondary schools and a delegate of the Secretariate of Public Education, who is the chairman.

In each school the written examination is given simultaneously to all candidates for the baccalaureate. It consists of a dictation exercise, not to exceed 300 words, selected by the Examining Board from the works of a modern Spanish or Spanish-American author; and a written composition, the title of which is chosen by the candidate from a list of 5 presented by the Board. The length of the composition is set at about 300 words. A time limit of 3 hours has been established for the written part of the examination.

The oral examination is individual and private, and consists of 25 questions dealing with 5 secondary school subject groupings. Each question is sufficiently broad to take up the 15 to 20 minutes allowed for answering it. The student draws by lot a question from each of the 5 groups, and is graded by the entire Board on each question.

Both the oral and the written sections of the examination are graded by each member of the Examining Board on the basis of passed (*aprobado*) or failed (*suspense*). The grade for the whole examination is the average of the grades attained in the two sections. The title of

⁴ *Ibid.*, Arts. 202-203.

Bachelor of Science and Letters is conferred upon successful candidates at the close of the last examination session by the Chairman of the Examining Board.

GRADING SYSTEM

Marks in grading range as follows: ⁶

| | |
|--------------|---------------------------|
| 10..... | excellent (sobresaliente) |
| 8-9..... | very good (muy bueno) |
| 6-7..... | passing (suficiente) |
| Under 6..... | failure (insuficiente) |

Grades are assigned for all subjects every 2 months—in the middle of May and July, and at the end of September and November. The year grade is the average of the four previous marks. If a student makes a mark of 6 or less in the fourth period of the year, he fails the course, regardless of the average for the year.

For promotion to the succeeding year of study all subjects must be passed. A student who fails in 1 or 2 subjects may take an examination in February: at this time, failure in the two subjects means failure for the entire year's work, which must be repeated. The examinations are written, but may be supplemented by oral questions. A board consisting of the teacher of the subject and two other teachers of related subjects, administers the examinations.

The mark in conduct is determined by all the student's teachers at a faculty meeting. If a student makes 5 or less in conduct for two consecutive terms, or an average of 6 for the year, he is subjected to special examinations in all subjects in which he made a grade of less than 8.

MEDICAL SERVICES⁶

The National Board of Health appoints school medical officers whose function is to visit each secondary school at least twice a week; examine and prescribe for any illnesses or abnormalities in the students, employees, or teachers; make a complete health history of each student and report all findings to the parents; see that the general conditions of the school are hygienic; give talks and hold conferences on sex hygiene and venereal diseases, especially for upper-class boys; work out health programs with the teachers of hygiene and of physical education; and cooperate in the organization and functioning within the school of such other organizations as the Red Cross, sanitary inspectors, and the "Plate of Oatmeal," which is the most common free breakfast for needy and undernourished pupils.

⁶ *Ibid.*, Arts. 346-361.

⁶ *Ibid.*, Arts. 307, 308.

LIBRARIES

Every secondary school must have its own library, and card catalog with all books listed under names of authors and under subject material. Books may be taken out by students for a period of 15 days. Some secondary schools have well-equipped libraries; at others, library resources are rather meager.



Secondary students in Costa Rica, studying in the school library

THE PARENTS

To encourage the cooperation of the students' parents, Costa Rican secondary schools have meetings of the Parent-Teachers Association (reuniones de Padres de Familia). According to the school laws, parents also must accompany their sons and daughters on registration day, and visit the school at least once a year, preferably immediately after the semester grades are given out.⁷ They are to see that their children conform to school regulations and requirements and watch their educational progress. In addition, they are required to write excuses for tardiness and absence, and sign the report cards at the end of each period.

NIGHT SCHOOLS

A number of secondary schools offer evening courses where employed persons who have completed the 6-year elementary school may

⁷ Ibid., Art. 384.

pursue courses in the evenings and earn the baccalaureate of secondary education. However, many of the evening classes are of a commercial nature and do not lead to this degree. Courses in English are also stressed in the various night schools, especially in the capital. One of the private secondary schools of San José with a large night enrollment is considered something of a "people's college."

COMMERCIAL TRAINING

Classes in typing and shorthand are common in the regular secondary schools. There are also several private commercial schools, and a 4-year government school of commerce in San José which meets at night and offers work including accounting, banking, office management, letters of credit, correspondence, and the like, in addition to shorthand, typing, and bookkeeping. The school stresses English. It is well equipped with practice typewriters and other materials. The regular requirement for admission to a commercial school is a diploma of graduation from an elementary school. Completion of the commercial school course is marked by a commercial school diploma.

Most of the commercial schools operate in the evenings and are attended by persons working at regular jobs during the day who wish to prepare themselves for better employment. The national laws require that graduates of these schools, as well as those of other vocational schools, be given preference in positions created by the state.⁹

PRIVATE SECONDARY SCHOOLS

All private schools are supervised by the national Secretariate of Public Education, and if they wish to confer the baccalaureate degree of secondary education (título de Bachiller en Ciencias y Letras), they must offer the prescribed program of studies for the public secondary schools (p. 24). They must give also the same degree examinations at the end of the course with a representative of the Secretariate as one of the examining committee.⁹ To be listed as recognized secondary schools, they must, according to the school laws, require graduation from the elementary school for admission, and give evidence of good equipment, adequate accommodations, intelligent direction, and able instruction. Laboratories and libraries also are essential for this recognition.¹⁰

Typical accredited private secondary schools are the *Colegio Seminario* in San José which is under the instructional guidance of German priests; and the *Colegio de Sión*, a school for girls operated by a group of French Sisters of the Mother of Zion (Hermanas de Nuestra Señora de Sión).

⁹ *Ibid.*, Art. 472.

⁹ *Ibid.*, Arts. 414-415.

¹⁰ *Ibid.*, Arts. 414-422.

CHAPTER V

TRAINING AND STATUS OF TEACHERS

"YOUR CHILDREN long for the light which culture inspires, in city, village, and countryside, and look upon the teacher as an apostle, esteeming him for his learning."¹ This is as true today as when it was written by Manuel González Zeledón in 1929 about his Costa Rican homeland. Teachers are esteemed by the Costa Ricans, whose proud boast for a hundred years has been: "We have more school teachers than soldiers."

The majority of elementary school teachers are women—2,802 of the total of 3,436 in service in 1944.² Most of the secondary school teachers are men.

EDUCATION

Elementary.—The first normal school in Costa Rica for the preparation of elementary school teachers was established in 1887 as a section of the *Liceo de Costa Rica* and was for boys (p. 21). The following year a normal school section for girls was attached to the *Colegio Superior de Señoritas* (p. 21).

In 1915 the two normal-school sections were combined into the coeducational Normal School of Costa Rica (*Escuela Normal de Costa Rica*) and located in Heredia. The Normal School offers a 5-year course based on completion of the 6-year elementary school. In addition to the division for teacher training the Normal School also has a general secondary school division.

In 1937 the Normal School of Costa Rica expanded its program to include the education of secondary school teachers. When the University of Costa Rica was established in 1941 (p. 39) the Normal School

¹ From "Oda a Costa Rica," by Manuel González Zeledón. San José, Costa Rica, Imprenta Alpina, 1929.

² Figures from the Secretariate of Public Education.

was incorporated into the Faculty of Education (Facultad de Pedagogía) of the University.

For elementary school teachers the Faculty of Education offers a 2-year course open to one who has the baccalaureate of secondary education or equivalent schooling. The course leads to the degree of elementary school teacher (profesor de enseñanza primaria). The requirements for the degree include completion of the 2-year course, the presentation of a thesis based on original research, preparation of an acceptable collection of teaching materials and of an album of children's literature, and success in the prescribed examination, including in its practical section one half day of teaching under supervision in the practice school. The program of studies for the 2-year course as given in a statement of June 22, 1944, from the Faculty of Education follows:

Table 4.—Program of studies for elementary school teachers offered by the Faculty of Education of the University of Costa Rica

| Subject | Hours a week per school year | |
|------------------------------|------------------------------|----|
| | I | II |
| Science of education..... | 3 | 3 |
| Child psychology..... | 3 | |
| Sociology..... | 2 | 2 |
| Hygiene..... | 2 | |
| Music..... | 2 | |
| Methodology..... | 10 | 10 |
| Teaching materials..... | 2 | 2 |
| School law..... | 2 | |
| Children's literature..... | 1 | 2 |
| Science..... | 2 | 1 |
| Agriculture..... | 7 | 2 |
| Educational psychology..... | | 3 |
| Philosophy of education..... | | 2 |
| History of education..... | | 2 |

Teacher improvement.—Summer vacation courses are available to Costa Rican elementary school teachers for a 6-week period. It is possible for teachers in service to complete their degrees and to raise their pay level through these courses. Many teachers have, in recent years, gone to foreign countries to study on government scholarships.

Secondary.—Prior to the establishment of the University of Costa Rica in 1941 secondary school teachers, except those who attended the Normal School of Heredia after 1937, acquired their professional education in Belgium, France, Chile, and the United States. Some of those who went abroad earned the degree or title of secondary school teacher in the foreign country; others received titles such as engineer, economist, bachelor of literature, science, etc. On their

return, the latter after 5 years of successful teaching and the presentation of a thesis based on original research could obtain the title of secondary school teacher (*Profesor de Estado*) from the Costa Rican Government.

Since the establishment of the University of Costa Rica, the preparation of secondary school teachers is a function of its Faculty of Education. Further, the title of *Profesor de Estado* is no longer conferred by the Government. The University of Costa Rica now grants the title of secondary school teacher (*Profesor de Segunda Enseñanza*).

Teachers of special subjects such as art, music, home economics, and gymnastics at secondary schools are not required to be university graduates, or even secondary school graduates; but they must be competent in their specializations. Special courses for preparing teachers of music and art are given by the Conservatory of Music, the Faculty of Education, and the School of Art at the University of Costa Rica.

APPOINTMENT

For appointment as a regular elementary school teacher in Costa Rica the applicant must be a normal-school graduate, at least 18 years of age, and be of good health and reputation.²

Teachers are appointed by the Secretariate of Public Education, on the nomination of the respective inspectors through the medium of the Administrative Chief.³ In case there are not enough trained teachers to fill all the vacancies, the Secretariate may issue temporary licenses to applicants who do not have normal-school degrees, but have the other qualifications, and a minimum of 6 years' elementary education.

There are two general types of elementary school teachers: regular teachers (*Maestros de grado*) who teach the fundamental subjects in the forenoons; and special teachers (*Maestros especiales*) who teach the special subjects in the afternoons. Special teachers are not required to hold diplomas from the normal school. Instead they are issued Certificates of Competence (*Certificados de Idoneidad*) for serving as instructors in their special fields. Table 5 gives a statistical summary of Costa Rican elementary school teachers in 1944.

Teachers or other school employees may retire on pension at the age of 50 years if they have given 30 years of service, or at the age of 60 years if they have given less than 30 years. Those working in areas declared unhealthful may retire before 50 years of age after 30 years of school work.

² Código de Educación. La Gaceta, Diario Oficial, No. 107 (16 de Mayo 1944) Arts. 90-104.

³ Ibid., Art. 107.

Table 5.—Elementary school teachers in 1944¹

| Teachers | Number |
|---|--------|
| 1 | 2 |
| <i>Regular teachers</i> | |
| Group A. Normal-school graduates | 1,280 |
| Group B. Superior aptitude certificate | 594 |
| Group C. Elemental aptitude certificate | 489 |
| Group D. Temporary | 283 |
| Total | 2,655 |
| <i>Special teachers</i> | |
| With certificates or diplomas | 521 |
| Without certificates or diplomas | 260 |
| Total | 781 |
| Grand total | 3,436 |

¹ Figures supplied by Secretariate of Public Instruction, 1944. Classes are from Código de Educación, 1944, Arts. 96-101.

Those retiring on 30 years of service receive an annual pension equal to the average annual salary received during the last 10 years of service. Those with less than 30 years of service receive one-thirtieth of this average wage for each year of service. Thus, after 15 years of service, a teacher would receive annual pay equal to half the average for the past 10 years.

In case of the teacher's death the pension goes to his widow and legitimate children, or to his parents if he is unmarried. These pensions to relatives may not be extended beyond 15 years.

For purposes of computing the amount of service, no teacher can count any year in which his or her rating by the Inspectors or School Visitors was "Unacceptable."

These pensions apply not only to teachers and school administrators, but also to other employees, as the janitor, porter, librarian, and any other persons required to operate the schools.

All pensions and retirement allowances are handled by a National Board of Pensions (*La Junta Administradora del Fondo de Jubilaciones y Pensiones*), which is composed of (1) a representative of the National Board of Classification for Teachers, (2) a representative of the Normal School, and (3) a representative of the secondary schools. The annual budget for pensions in elementary schools during 1944 was 600,000 colones which represented approximately 10 percent of the total educational budget for the elementary schools.

CLASSIFICATION AND SALARIES

Costa Rican teachers are classified according to training, degrees, achievements, and years of service. The same categories apply to both men and women. The Board of Classification (*Junta Califi-*

cadora) is headed by the Curriculum Chief (Jefe Técnico) of the Secretariate, and meets regularly to go over the records of teachers, determine who are eligible for raises in classification, who should be lowered, who should be received on probation, etc. The classification designated by this Board becomes the basis for the pay schedules of all teachers.

In order to make the work of the Classification Board easier and more just, each teacher has a "Professional Record" book (*La Hoja*),⁴ in which is kept a complete account of his or her training, dates of service, kinds of service, and comments by the principals of the schools and the School Visitors and Inspectors under whom the teacher has worked. This book is an important factor in securing a raise in classification and in securing a new position. The directors and inspectors mark the teacher's work as *Poor, Fair, Acceptable, Good, Very Good, or Excellent*. Poor or Fair service is not counted toward raising a teacher's classification from one category to the next higher.

Elementary.—Elementary school teachers are grouped further into service categories, as follows: *first*, those with 6 or more years of satisfactory service; *second*, those with from 3 to 6 years; and *third*, those with less than 3 years.

Regular elementary school teachers receive fixed monthly payments, while the special teachers are paid according to the number of class hours they teach per week. Some regular teachers supplement their monthly salaries by teaching special subjects in the afternoons—for which they are paid by the class hour.

Salary adjustments are made in various parts of the country to allow for differences in living costs or to compensate for difficult living conditions. In general, the salaries are based on the figures given in table 6.

Additional salary adjustments in special instances are allowed as follows:⁵

| <i>Position</i> | <i>Salary in Colones</i> |
|--|--------------------------|
| School Inspectors..... | 150-200 |
| School Visitors..... | 100 |
| Auxiliary Visitors..... | 50 |
| Supervisors of Special subjects..... | 100 |
| Principals of 1st-Class schools..... | 50-60 |
| Principals of 2d-Class schools..... | 40 |
| Teachers handling two grades..... | 30 |
| Teachers in isolated or unhealthful areas..... | 25-50% increase |

Secondary.—Secondary school teachers are classified into two groups also based on training and years of satisfactory service.⁶

⁴ *Ibid.*, Arts. 109-113.

⁵ *Ibid.*, Arts. 113-119.

⁶ *Ibid.*, Arts. 279-288.

Table 6.—Elementary teachers' salaries¹

| Category | Salaries per month, by group ² | | | |
|--|---|-----|-----|-------|
| | A | B | C | D |
| 1 | 2 | 3 | 4 | 5 |
| <i>Regular teachers</i> | | | | |
| First category..... | 200 | 175 | 150 | ..... |
| Second category..... | 175 | 150 | 125 | ..... |
| Third category..... | 150 | 125 | 100 | ..... |
| Temporary..... | | | | 75 |
| <i>Special teachers</i> | | | | |
| Monthly salary per weekly class hour of work | | | | |
| First category..... | 5.00 | | | |
| Second category..... | 4.25 | | | |
| Third category..... | 3.50 | | | |
| Temporary..... | 3.00 | | | |

¹ Salaries are given in "colones." One colon is .7579 cent in U. S. coinage.
² See table 5 for interpretation of groups.

Group I.—Secondary school teachers (Profesor de Estado and Profesor de Segunda Enseñanza. The three categories under this group are:

- First: With 15 years' satisfactory service in secondary instruction; or 10 years, of which 5 years were in other important educational service, such as principal of a school, Secretary or Sub-Secretary in the Secretariate of Public Education, or professor in a university.
- Second: With 10 years' satisfactory service in secondary instruction; or 6 years, of which not more than 3 were in other important educational service as described under the preceding category.
- Third: All who do not come under the first two categories.

Group II.—Temporary or Apprentice Teachers (Profesores Interinos o Aspirantes). Those who, while not possessing any degrees or diplomas, have been appointed on a temporary basis to fill positions in the secondary schools for which they are skilled. Since it is not intended that their status should be permanent or continue over many years, there are no categories within this group.

The pay of secondary teachers is based upon the number of hours of classes per week, and is standardized for all teachers as follows:⁷

| Rank | Colones per weekly hour |
|---------------------------------------|-------------------------|
| Licensed state teachers: | |
| First-class professors..... | 15.00 |
| Second-class professors..... | 13.75 |
| Third-class professors..... | 12.50 |
| Temporary or apprentice teachers..... | 11.25 |

⁷ Ibid., Art. 206.

Each teacher is allowed to teach a maximum of 30 hours a week. On this basis a first-class teacher carrying the maximum load of 30 hours would draw a salary of 450 Colones a month.

SOCIAL SECURITY BENEFITS⁸

For many years there existed a pension system for the teachers and other school employees in Costa Rica, but in 1942, this was merged with the new Social Security Act which included teachers. Under the provisions of this Act, and in accordance with the School Code teachers pay 5 percent of their monthly salaries into the pension fund.

OTHER BENEFITS

Teachers and other school employees in Costa Rica are entitled to free hospitalization and medical services as part of their security benefits.

Costa Rican teachers also enjoy the benefits of a "Cooperative Teachers' Life Insurance Association" (Sociedad de Seguros de Vida del Magisterio), to which they make monthly payments, and from which they or their beneficiaries receive cash payments. This organization is carried on under the direct supervision of the National Secretariate of Public Education, on a nonprofit, cooperative basis.⁹

TEACHER ORGANIZATIONS

Costa Rican educators have effected an organization known as "ANDE" (Asociacion Nacional de Educadores)¹⁰ which works continually for the general improvement of educational practices and for the economic and social betterment of the teachers. This association is attacking every important educational problem in the country. Besides a National Congress, the association includes branch organizations composed of the following groups: (1) University professors, (2) public secondary school teachers, (3) private secondary school teachers, (4) public elementary school teachers, (5) private elementary school teachers, (6) special-subject teachers, (7) retired teachers, and (8) pensioned teachers. The Central Executive Committee is made up of representatives of all these affiliated groups.

All Costa Rican teachers must pay half of 1 percent of their salaries or pensions for membership dues in the association. This money is deducted from their pay checks and turned over to the organization.

During 1944, the association, through the medium of its journal *ANDE*, undertook a national survey of the effectiveness of present

⁸ Ibid., Arts. 106-107.

⁹ Ibid., Arts. 496-508.

¹⁰ Ibid., Arts. 473-496.

educational methods, the degree of academic freedom existing in classrooms, the suitability of the present curriculum, and similar matters.

There has been an effort to organize the teachers into a special division of the national labor unions (sindicatos), but little has been accomplished, since teachers feel that they represent a profession, rather than a trade, and the professions have not affiliated with the trade unions.

Another active organization is the "Association of School Inspectors, Visitors, and Technical Directors" (Asociación de Inspectores, Visitadores, y Directores Técnicos) which publishes a magazine entitled *Educación*.

CHAPTER VI

HIGHER EDUCATION

HIGHER EDUCATION in Costa Rica is offered at the University of Costa Rica which, except for the Faculty of Education in Heredia (p. 37) and the School of Agriculture in San Pedro, is located in San José. Another institution on university level is the newly established Inter-American Agricultural Institute located near Turrialba.

HISTORY¹

During the colonial period, Costa Rican students who wished advanced education went to European universities or, after their establishment, to the two Central American universities located at León, in Nicaragua, and at Antigua, in Guatemala.

In 1814, a school of higher learning called *Casa de Enseñanza* was opened in San José with courses in Philosophy, Grammar, Moral Theology, and Sacred Canons. After the advent of Costa Rica's independence, this school was placed, in 1824, under the protection of the government with a budget of its own. In 1843 it became the University of Saint Thomas (*La Universidad de Santo Tomás*), and was authorized during the following year to confer the degree "Bachelor of Philosophy."

Since much of the work of the university was actually of secondary school level, a University Institute (*Instituto Universitario*) was created in 1884 as a preparatory school to separate secondary from higher school studies. In 1885, the Basic School Law established within the university the four Faculties (*Facultades*) of Philosophy, Law, Mathematics and Engineering, and Medicine and Surgery. This law provided further that the degrees of *Bachiller*, *Licenciado*,

¹ Guía de la Universidad de Costa Rica, 1942. p. 13-20. González, Luis Felipe. *La Evolución de la Instrucción Pública en Costa Rica.* p. 15-20.

and *Doctor* could be conferred in Law; *Licenciado* in Sciences; and *Doctor* in the fields of Mathematics, Civil Engineering, and Medicine.

Although the university was abolished in 1888 by an Act of Congress, the Faculty of Law continued under the Secretariate of Public Education until 1891, when it was taken over by the College of Lawyers (Colegio de Abogados). The Congress of 1890 revoked the 1888 decree abolishing the university and passed an act returning the property of the institution. But the university was not reopened till 1941. Meanwhile, several new professional schools of university rank were established: A School of Pharmacy and a School of Fine Arts in 1897, a School of Pedagogy in 1914, and a School of Agriculture in 1926.

UNIVERSITY OF COSTA RICA

In 1940, the Secretary of Public Education urged the creation of a national university, recommending that the existing professional schools be linked with the former University of Santo Tomás under an autonomous management. The following year, this recommendation was carried out, and on March 7, 1941, the new University of Costa Rica, which united into one corporation the Schools of Law, Pharmacy, Agriculture, Education, and Fine Arts, was formally opened. A School of Engineering was created and opened the same year, along with a School of Philosophy and Letters, a School of Sciences, and a School of Dentistry. The last school to be created was the School of Economics and Social Sciences, in 1943, to which was assigned the School of Social Service, created in 1944.

The Schools of Law and Pharmacy occupy the buildings they have been in for the past 13 years or more in the city of San José. Adjoining these is the new central Administration building which houses the offices of the Rector, Secretary General, and other officers, and the Schools of Fine Arts, Philosophy and Letters, and Engineering. The School of Sciences shares the same building and laboratories with the School of Pharmacy; and the School of Economics and Social Sciences shares the building occupied by the School of Law. The Conservatory of Music—a part of the School of Fine Arts—is located in a building in downtown San José.

As already mentioned, the Faculty of Education remains in Heredia; and the School of Agriculture in the little village of San Pedro, just outside of San José.

Plans for the university include the erection of several additional buildings in San José. A large auditorium, forming a new wing of the Administration building, is nearing completion. Nearby is the University Library, the Student Union building, and such recreational facilities as tennis courts.



Students leaving the buildings of the University of Costa Rica

A School of Medicine has been proposed. However, many of the physicians of the country believe that it is preferable to send medical students abroad for study in large medical schools in preference to organizing a small, meagerly equipped school of medicine in Costa Rica.

ORGANIZATION

Established as an autonomous institution² under Costa Rican laws, the university is governed by a University Council, a University Assembly, and the Rector. The Secretary of Public Education is the president of the University Council (Consejo Universitario). The other members of this governing body are the Rector of the University, the Secretary, the Deans or Directors of the various Faculties and Schools within the university, and two representatives elected by the student body.

The University Council issues the regulations of the institution, appoints the professors and other employees, fixes their salaries, has control of the annual budget, approves the courses of study of the various schools and faculties, decides upon the granting of honorary degrees, appoints the deans and directors, as well as the secretaries of the various schools and faculties, and is empowered to receive bequests, donations, and legacies. Meeting once a week, this Council handles most of the real problems of administration in the university.

² Código de Educación, 1944. Art. 426-433.

Presided over also by the Secretary of Public Education is the University Assembly (Asamblea Universitaria) which appoints the Rector and Secretary of the university. Other members of the Assembly come from among the professors of the various faculties and schools, from the University Council, the Alumni Association (Asociaciones de Egresados), and from the student body. In addition to its appointive power the Assembly is in charge of curricular matters, and of university equipment and possessions. It determines the maximum enrollment for each school and faculty, and settles any conflicts arising within the institution. The Rector serves as the agent of the Assembly in a large share of the situations requiring action, and in the absence of the Secretary of Public Education presides at meetings of the Assembly.

REQUIREMENTS FOR ADMISSION

All faculties of the University require for admission the diploma of secondary school education (Bachiller en Humanidades or en Ciencias y Letras). Certain courses in the Conservatory of Music, School of Art, School of Social Service, and University Extension not leading to a university degree are open to students without the baccalaureate. The applicant must present also a medical certificate of good health.

Matriculation is open to both men and women and takes place ordinarily during the first week of March, with classes beginning the second week. The university observes the same national and religious holidays as the public primary and secondary schools (p. 16). The mid-term vacation falls the last two weeks of July. The year ends the last Saturday of November.

FEES

Though public, the university is not free. All students, except those on scholarships, are required to pay tuition fees which vary from 30.00 Colones per year in the School of Philosophy and Letters, to 200.00 Colones per year in the School of Pharmacy. The Faculty of Law charges 40 Colones per subject a year. Fees are payable in four installments. Most of the faculties and schools have in addition laboratory, examination, and graduation fees.

Many students receive waiver of fees on the basis of their scholastic records. Some of these "free tuition" students receive benefits from the government; others from the university itself.

LIVING ACCOMMODATIONS

There are no dormitories or other boarding or rooming facilities at the university or any of its schools, with the exception of the School of

Agriculture. In general, students must find rooms in local homes and take their meals either in the homes where they live, or in public restaurants. Most of the schools have lunchrooms where light refreshments are served in the morning or at noon.

STUDENT LIFE

The Student Union is a favorite rendezvous for students outside of class hours. Each school and faculty has its own student organization, which sponsors dances, fiestas, and other social affairs from time to time. There are no fraternities or sororities, and few clubs or other kinds of extracurricular activity among the students. No university newspaper is published. Faculty and students mingle on friendly terms, and often go together on excursions and picnics.

UNIVERSITY TEACHERS

In most of the faculties of the university, the professors are professional persons who devote part of their time to the classroom and the other part to their private clients or business. Many are lawyers, physicians, dentists, engineers, or business men. They enjoy the association of the students and the prestige of the university, and they carry to their classes the fresh experiences of their professional life. Teaching in the university as a full-time profession in itself is practically unknown. Even the Rector and Secretary of the university have their private business interests outside the university.

Except in unusual cases, professors must be holders of university degrees in their respective fields. The Doctor's degree is the standard. Many of the professors hold degrees from foreign universities. Appointment of the professors is by the University Council. The term is for 1 year, subject to renewal if satisfactory service is rendered. The deans and directors of the schools and faculties are also appointed by the University Council.

A professor's salary depends on the amount of time he spends at the university. Payment is made monthly according to the number of hours of teaching, and varies from 10 to 25 colones for each class-hour taught per week. Thus, a professor teaching 10 hours a week would receive from 100 to 250 colones a month for this service.

DEGREES

To receive a degree from one of the schools or faculties of the university, it is necessary to complete the course of studies, which may run from 2 years in the Faculty of Education to 6 years in the Schools of Engineering and of Law. In addition, there is usually a

thesis which represents original research on some phase of the student's major field of study. Most schools and faculties require degree examinations (Exámenes de Grado) at the end of the course, at which time the candidate for a degree is subjected to intensive oral questioning, and to a long written examination covering the entire course pursued for the degree. In some instances, a practical project is required, such as one half day of teaching under supervision, or doing a scientific experiment covering a problem assigned by the examining committee.

The most common university degree conferred is the licentiate. Some schools confer a university baccalaureate and others the degree of doctor.

PROGRAMS OF STUDY

Classes begin at 7 a. m. and end at 11 a. m. The afternoon courses are held from 1 to 5 p. m. Some of the faculties, for example, Pharmacy and Law, meet only in the mornings, while others, Sciences and Economics and Social Sciences, may meet only in the afternoons in those same buildings and classrooms. Other faculties hold classes throughout the day. Classes meet 5 days a week. Each class period is 45 minutes in duration.



Scene in the bacteriology laboratory at the University of Costa Rica

The student's program of studies is usually fixed, and allows no electives or flexibility. Professional specialization begins immediately on admission to the University, for the liberal arts background is supposed to have been acquired in the secondary school. Except for the School of Philosophy and Letters which gives work only in the two Divisions of Philology and History, there are no general or Liberal Arts courses or degrees. Everyone must specialize.

The following summary gives for each faculty or school the degree or degrees conferred, requirements for admission, duration of the course, and the prescribed program of studies. The program of studies for the Faculty of Education (Facultad de Pedagogía) is described in the chapter on the education of teachers (p. 31).

Faculty of Law (Facultad de Derecho)

DEGREES: Bachelor of law (Bachiller en leyes), 5 years.

Licentiate in law (Licenciado en leyes), 6 years plus 2 years of practical work.

Notary (Notario), 6 years plus 2 years of practical work.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Program of studies for the Faculty of Law

| Subject | Hours a week per school year | | | | | |
|--|------------------------------|----|-----|----|---|----|
| | I | II | III | IV | V | VI |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Introduction to law..... | 5 | | | | | |
| Constitutional law..... | 5 | | | | | |
| Roman law..... | 5 | | | | | |
| Sociology..... | 5 | | | | | |
| Penal law..... | | 5 | 5 | | | |
| Civil law..... | | 5 | 5 | 5 | | |
| Administrative law..... | | 5 | 5 | 5 | 5 | |
| Economics..... | | 5 | | | | |
| History of law..... | | | 5 | | | |
| Money, credit, and banking..... | | | 5 | | | |
| Commercial law..... | | | | | | |
| Penal procedure..... | | | | 5 | 5 | |
| Legal medicine..... | | | | 5 | | |
| Civil procedure..... | | | | | 5 | 5 |
| Private international law..... | | | | | 5 | |
| Finance and fiscal law..... | | | | | | 5 |
| Public and diplomatic international law..... | | | | | | 5 |
| Social law..... | | | | | | 5 |

School of Pharmacy (Escuela de Farmacia)

DEGREE: Licentiate in pharmacy (Licenciado en farmacia), 4 years plus 2 years of internship.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Program of studies for the School of Pharmacy

| Subject | Hours a week per school year | | | |
|--|------------------------------|----|-----|----|
| | I | II | III | IV |
| | 1 | 2 | 3 | 4 |
| Pharmaceutical technique..... | 2 | | | |
| Inorganic chemistry..... | 2 | | | |
| Pharmaceutical physics..... | 2 | | | |
| Anatomy and physiology..... | 2 | | | |
| Pharmaceutical botany..... | 2 | 2 | | |
| Organic chemistry..... | | 2 | | |
| Parasitology..... | | 2 | | |
| Pharmacology..... | | 2 | 2 | 2 |
| Official pharmacy..... | | 2 | | |
| Qualitative chemistry..... | | | 2 | |
| Clinical analysis..... | | | 2 | |
| Industrial and commercial pharmacy..... | | | 2 | |
| Magistral pharmacy..... | | | | 2 |
| Bacteriology..... | | | | 2 |
| Qualitative and quantitative chemistry (applied to drugs, foods, and poisons)..... | | | | 2 |

School of Dentistry (Escuela de Cirugía Dental)

DEGREE: Dental surgeon (Cirujano dentista), 5 years plus clinical work in the Hospital San Juan de Dios.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Courses of instruction for the degree of dental surgeon

First year

Inorganic chemistry
Biology I
Dental anatomy
Metallurgy I
General anatomy I
Physiology I

Second year

Organic chemistry
Bacteriology
Comparative anatomy
Metallurgy (laboratory)
General anatomy II
Physiology II

Third year

Pathology
Oral pathology
Histology
Prosthesis
Operating room
Materia medica and therapeutics

Fourth year

Orthodontia
Oral pathology (laboratory and clinic)
Operating room (conferences and clinic)
Prosthesis (conferences and clinic)
Fillings and bridgework
Radiodontia
Surgery
Clinic

Fifth year

Dental ceramics
Oral hygiene
Operating room
Exodontia
Radiodontia
Oral surgery
Orthodontia
History and dental surgery
Ethics

School of Letters and Philosophy (Escuela de Letras y Filosofía)

DEGREE: Licentiate in letters and philosophy (Licenciado en letras y filosofía), with specialization in history and philology, 4 years.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Programs of study for the degrees of licentiate in history and in philology

| Subject | Hours a week per school year | | | | | | | | |
|--|------------------------------|----|-----|----|-----------------------|----|-----|----|---|
| | Division of history | | | | Division of philology | | | | |
| | I | II | III | IV | I | II | III | IV | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Introduction to philosophy | 3 | | | | | | | | |
| Ethnology and prehistoric America | 3 | | | | | | | | |
| Ancient history | 3 | | | | | | | | |
| Mathematical geography | 3 | | | | | | | | |
| History of philosophy | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| Ancient and medieval philosophical schools | | 3 | | | | | | | |
| Ethnology: Conquest and colonization | | 3 | | | | | 3 | | |
| Medieval and modern history | | 3 | | | | | | | |
| Economic geography | | 3 | | | | | | | |
| Philosophy: Medieval and modern | | | 3 | | | | | 3 | |
| Ethnology: Independent America | | | 3 | | | | | | |
| Human and historic geography | | | 3 | | | | | | |
| Philosophy | | | | | 3 | | | | 3 |
| Philosophy and methods of history | | | | | 3 | | | | |
| Colonial Costa Rica | | | | | 3 | | | | |
| History of Costa Rican independence | | | | | 3 | | | | |
| Geography methods | | | | | 3 | | | | |
| Latin | | | | | | 3 | | | |
| Introductory and medieval literature | | | | | | 3 | 3 | 3 | 3 |
| Systematic Spanish grammar | | | | | | 3 | | | |
| Literature: The Golden Age, 16th and 17th centuries | | | | | | | 3 | | |
| Historic grammar | | | | | | | 3 | | |
| Modern literature: 18th and 19th centuries | | | | | | | | 3 | |
| Comparative grammar | | | | | | | | 3 | |
| Contemporary Spanish and Hispano-American literature | | | | | | | | 3 | |
| Methodology of grammar | | | | | | | | | 3 |
| <i>Optional</i> Sociology ¹ | | | | | | | | | 3 |

¹ 3 hours a week.

Faculty of Economics and Social Science (Facultad de Ciencias Económicas y Sociales)

DEGREES: Licentiate in economic science (Licenciado en ciencias económicas) with specializations in economics and social science or in accounting and actuary (contabilidad y actuario), 4 years.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Courses of study in the Division of Economics and Social Science (Sección de Estudios Económicos y Sociales)

First year

General economics
 Commercial law
 Descriptive statistics
 Algebra and analytical geometry
 General accounting

Second year

Economic geography and international commerce
 Money, credit, and banking
 Economic doctrines
 Sociology
 Economic history of Costa Rica

Third year

Banking organization and administration
 Public finance and fiscal law
 Wages and prices
 Social security and insurance
 Economic cycles

Fourth year

Social policy and labor legislation
 Economic policy
 Labor unions and cooperatives
 Theories of the State and of law

Electives

Customs, legislation, and practices
 Transportation, tariffs, and freight
 Valuations and appraisements

Courses of study in the Accounting and Actuary Division (Sección de Contabilidad y actuariado)

First year

General economics
 Commercial law
 Descriptive statistics
 General accounting
 Algebra and analytical geometry

Second year

Economic geography and international commerce
 Money, credit, and banking
 Intermediate accounting
 Financial mathematics and higher algebra
 Differential and integral calculus

Third year

Organization and administration of banks
 Specialized accounting
 Financial mathematics II
 Theory of equations
 Differential calculus

Fourth year

Specialization in actuary practices

Mathematical statistics
 Higher calculus
 Biometric statistics
 Investments, valuation, and appraisal-
 ment
 Insurance
 Agricultural, commercial, and indus-
 trial organization and administration

Specialization in accounting

Auditing
 Public accounting
 Professional accounting practices
 Mechanics of accounting
 Agricultural, commercial, and industrial
 organization and administration

Faculty of Sciences (Facultad de Ciencias)

DEGREES: Licentiate in physical and chemical science (Licenciado en ciencias físico-químicas), 4 years.

Licentiate in biological science (Licenciado en ciencias biológicas), 4 years.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Programs of study for the licentiate in physical and chemical science and in biological science

| Subject | Hours a week per school year | | | | | | | |
|------------------------------------|-------------------------------|----|-----|----|--------------------|----|-----|----|
| | Physical and chemical science | | | | Biological science | | | |
| | I | II | III | IV | I | II | III | IV |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Inorganic chemistry | | 3 | | | | | | |
| General chemistry | 5 | 3 | | | 5 | 3 | | |
| General physics | 5 | 7 | 5 | | 5 | | | |
| Biology | 4 | | | | 4 | 2 | | |
| Mathematics | 4 | 5 | 5 | 4 | 4 | | | |
| English | 2 | | | | 2 | | | |
| Zoology | | | | | | 4 | 4 | 4 |
| Botany | | | | | | 5 | 4 | 3 |
| Clinical analysis | | | | | | | 4 | |
| Microbiology | | | | | | | | 4 |
| Geology and mineralogy | | | | | | 5 | | 4 |
| Analytical chemistry | | | | | | 4 | | |
| Organic chemistry | | | 5 | | | | 5 | |
| Physiology and comparative anatomy | | | | | | | | 3 |
| Human anatomy and physiology | | | | | | | 3 | |
| Educational psychology and methods | | | | 6 | | | | 6 |
| Industrial chemistry | | | | 6 | | | | |
| Applied physics | | | | 8 | | | | |
| Mineralogy | | | 5 | | | | | |

School of Engineering (Escuela de Ingeniería)

DEGREES: Civil engineer (Ingeniero civil), 6 years; Architectural engineer (Ingeniero arquitecto), 6 years; Electro-technical engineer (Ingeniero electro-mecánico), 6 years.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Program of studies for the first 3 years in the School of Engineering¹

| Subject | Hours a week per school year | | |
|---------------------------------|------------------------------|-------|-------|
| | I | II | III |
| 1 | 3 | 3 | 4 |
| Advanced algebra..... | 4 | ..... | ..... |
| Mechanical drawing..... | 6 | ..... | ..... |
| Physics..... | 6 | 6 | ..... |
| Geometry and trigonometry..... | 6 | ..... | ..... |
| General chemistry..... | 6 | 4 | 5 |
| Technical English..... | 2 | ..... | ..... |
| Infinitesimal analysis..... | ..... | 4 | 4 |
| Applied drawing..... | ..... | 3 | 3 |
| Geophysics and cosmography..... | ..... | 4 | ..... |
| Analytical geometry..... | ..... | 7 | ..... |
| Descriptive geometry..... | ..... | 7 | ..... |
| Graphic statistics..... | ..... | ..... | 5 |
| Geology and mineralogy..... | ..... | ..... | 3 |
| Rational mechanics..... | ..... | ..... | 6 |
| Thermodynamics..... | ..... | ..... | 4 |
| Topography ²..... | ..... | ..... | 5 |

¹ During the first 3 years students in all divisions pursue the same course of studies. Specialization begins with the fourth year.

² Includes 6 weeks of field work.

Programs of study for the 3 years of specialization in the School of Engineering

| Subject | Hours a week per school year | | | | | | | | |
|---|------------------------------|-------|-------|--------------------------------|-------|-------|---------------------------|-------|-------|
| | Civil engineering | | | Electro-mechanical engineering | | | Architectural engineering | | |
| | IV | V | VI | IV | V | VI | IV | V | VI |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| General construction..... | 5 | 6 | ..... | 5 | ..... | ..... | 5 | 6 | ..... |
| Theory of hydraulics..... | 6 | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... |
| Electrotechnics..... | 7 | ..... | ..... | 7 | 7 | ..... | ..... | ..... | ..... |
| Testing materials..... | 3 | ..... | ..... | 3 | ..... | ..... | 3 | ..... | ..... |
| Resistance of materials..... | 7 | ..... | ..... | 7 | ..... | ..... | 7 | ..... | ..... |
| Applied mechanics..... | 3 | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... |
| History of architecture..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 2 | ..... |
| Architectural composition..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 6 | 12 |
| Stereotomy..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... |
| Reinforced concrete..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | 6 | ..... |
| Applied hydraulics..... | ..... | 6 | ..... | ..... | 6 | ..... | ..... | ..... | ..... |
| Structural engineering..... | ..... | 6 | ..... | ..... | 6 | ..... | ..... | 6 | ..... |
| Sanitary engineering..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Political legislation and economy..... | ..... | 2 | ..... | ..... | 2 | ..... | ..... | 2 | ..... |
| Modeling..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... |
| Electrical machinery..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... |
| Thermal engines..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | ..... | ..... |
| Urban architecture..... | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | 6 |
| Accounting..... | ..... | ..... | 2 | ..... | ..... | 2 | ..... | ..... | 2 |
| Metalurgy and siderurgy..... | ..... | ..... | 4 | ..... | ..... | 6 | ..... | ..... | ..... |
| Contracts and specifications..... | ..... | ..... | 2 | ..... | ..... | 2 | ..... | ..... | 2 |
| Bridges..... | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... |
| Ways of communication..... | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... |
| Ventilation and refrigeration..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | 2 |
| Mechanics workshop..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... | ..... |
| Electrical transmission, distribution, installations, and illumination..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... | ..... |

Faculty of Agriculture (Facultad de Agronomía)

DEGREE: Agricultural engineer (Ingeniero agrónomo), 4 years; thesis comprising a survey of present agricultural practices and possibilities in some particular locality of the country; 3 months of practical experience in agriculture during summer vacation between the third and fourth years.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Program of studies for the degree of agricultural engineer

| Subject | Hours a week per school year | | | | | | | |
|------------------------------------|------------------------------|----------------------|---------------|----------------------|---------------|----------------------|---------------|----------------------|
| | I | | II | | III | | IV | |
| | Lec- tures | Lab- ora- tory | Lec- tures | Lab- ora- tory | Lec- tures | Lab- ora- tory | Lec- tures | Lab- ora- tory |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| <i>Required</i> | | | | | | | | |
| Agriculture..... | 3 | 3 | 6 | 6 | 5 | 5 | 4 | 2 |
| Botany..... | 2 | 4 | 2 | 4 | | | | |
| Animal industry..... | | 2 | 2 | 2 | 3 | | 2 | 2 |
| Chemistry..... | 3 | 2 | 2 | 2 | | | | |
| Horticulture..... | 1 | 4 | | | | | | |
| Genetics..... | 3 | | 3 | | | | | |
| English..... | 2 | | | | | | | |
| Geology..... | 2 | | 2 | | | | | |
| Entomology..... | 2 | 1 | | | 1 | 2 | | |
| Veterinary..... | 2 | 2 | 2 | | | | | |
| Rural engineering..... | | | 2 | 2 | 1 | 2 | | |
| Rural administration..... | | | | | 1 | 2 | | |
| Plant morphology and taxonomy..... | | | | | | | | 4 |
| <i>Electives¹</i> | | | | | | | | |
| Agriculture..... | 2 | | | | | | | |
| Chemistry..... | | | | | 2 | | 2 | |
| Horticulture..... | | | 2 | | | | | |
| Parasitology..... | | | | | 3 | | | |
| Bacteriology..... | | | | | 3 | | | |
| Geology..... | | | | | 2 | | 2 | |
| Entomology..... | | | 2 | | | | 2 | |
| Aviculture..... | | | 2 | | | | | |
| Rural administration..... | | | | | | | 2 | |
| Pathology..... | | | | | 2.5 | | 2.5 | |
| Rural engineering..... | | | | | | | 3 | |
| Veterinary..... | | | | | 5 | | 9 | |

¹ The numbers include both lectures and laboratory or practical work.

School of Fine Arts (Escuela de Bellas Artes)**DEGREES AND ENTRANCE REQUIREMENTS:**

Secondary school teacher (Professor de Estado), 4 years with specializations in painting and sculpture. Admission to study requires the baccalaureate of secondary education.

*Baccalaureate in art (Bachiller en Artes), 5 years. Admission to study is open to one who has completed the first 3 years of the 5-year secondary school.

*Certificate of attendance in the free vocational course (Certificado de haber estudiado en el Curso Libre Vocacional). Admission to study open to one who has completed the 6-year elementary school.

*Admission to study for a degree or certificate marked with an asterisk does not require the baccalaureate of secondary education.

Programs of study in painting and sculpture

| Subject | Hours a week per school year | | | | | | | |
|--------------------------------|------------------------------|----|-----|-----|-----------|----|-----|----|
| | Painting | | | | Sculpture | | | |
| | I | II | III | IV | I | II | III | IV |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Drawing..... | 8 | 8 | 8 | 12 | 4 | 4 | 4 | |
| History of art..... | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Techniques and mediums..... | 3 | 3 | | | | | | |
| Applied art..... | 2 | 2 | 2 | | 2 | 2 | | |
| Anatomy..... | | 2 | 2 | | | 2 | 2 | |
| Philosophy of art..... | | | | 2 | | | | |
| Carving and sculpture..... | | | | | | | 2 | 2 |
| Archaeology of Costa Rica..... | | | | | | | | 2 |
| Methods of art teaching..... | | | | (1) | | | | |
| Modeling..... | | | | | 6 | 6 | 6 | 10 |

1 Number of hours a week not given.

Free Course of Artistic and Vocational Specialization (Curso Libre de Especialidades Artísticas e Vocacionales)

The free course of artistic and vocational specialization is in its initial stage. It includes elective studies among subjects such as drawing, modeling, sculpture, carving, relief work, and ceramics.

Night Course for Workers (Curso Nocturno Para Obreros)

These studies aim to prepare teachers for workers in construction and include mechanical drawing, English, mathematics, blueprint reading, and use of the slide rule. Entrance to the course is based on completion of the elementary school. On completion of the course, the student receives a certificate of attendance.

Free Evening Classes (Cursos Libres Vespertinos)

These evening classes are open to all persons who wish to take lessons in drawing or painting. There are no entrance requirements.

National Conservatory of Music (Conservatorio Nacional de Música)

The National Conservatory of Music was organized in 1943. Its plan of studies is not as yet available (June 1945). Students entering the Conservatory are required to submit to an aptitude and proficiency test which helps to determine the kind of course they may enter. The Conservatory offers work from beginning levels to the more advanced studies. It aims to prepare musicians as well as

public-school teachers of music. There is a tentative plan to organize a course on methods and philosophy of public-school music. Work is offered in theory, solfeggio, singing, piano, violin, viola, violincello, flute, brass instruments, and history of music.

School of Social Service (Escuela de Servicio Social) (Affiliated With the Faculty of Economics and Social Science)

DEGREES: Bachelor in social services (Bachiller en servicios sociales), 3 years.
 Licentiate in special social services (Licenciado en servicios sociales especiales), 4 years.
 Social assistant (Asistente social), 3 years; conferred on students who entered prior to 1945.
 Special social assistant (Asistente social especial), 4 years; conferred on students who entered prior to 1945.

ENTRANCE REQUIREMENTS: Baccalaureate of secondary education.

Program of studies for the School of Social Service

| Subject | Hours a week per school year | | | |
|---|------------------------------|-------|-------|-------|
| | I | II | III | IV |
| I | 2 | 3 | 4 | 5 |
| Social service (history, ethics, and field work)..... | 2 | ..... | ..... | ..... |
| Psychology..... | 4 | ..... | ..... | ..... |
| Child and family welfare..... | 3 | ..... | ..... | ..... |
| Sociology and social pathology..... | 2 | ..... | ..... | ..... |
| Social hygiene..... | 2 | ..... | ..... | ..... |
| Social welfare work..... | 2 | ..... | ..... | ..... |
| Labor problems..... | ..... | 5 | ..... | ..... |
| Medical and health problems..... | ..... | 2 | ..... | ..... |
| Mental problems..... | ..... | 4 | ..... | ..... |
| Social statistics..... | ..... | 2 | ..... | ..... |
| Case work..... | ..... | 2 | ..... | ..... |
| Psychiatry and child abnormalities..... | ..... | ..... | 4 | ..... |
| Group work and rural social problems..... | ..... | ..... | 2 | ..... |
| Criminology and penal science..... | ..... | ..... | 4 | ..... |
| Social research..... | ..... | ..... | 1 | ..... |
| Problems of medical social work..... | ..... | ..... | 1 | ..... |
| Seminar and case work..... | ..... | ..... | 1 | ..... |
| Thesis and elective courses in any of the schools or faculties of the university..... | ..... | ..... | ..... | 15 |

INTER-AMERICAN INSTITUTE

In 1943, there was opened near Turrialba, the Inter-American Institute of Agricultural Sciences (Instituto Inter-Americano de Ciencias de Agricultura), jointly financed and managed by a commission representing all the 21 American Republics. The buildings of the Institute are spread over a wide area, and the 1,000 acres of land, donated by the Costa Rican Government, are rapidly being turned into experimental plots. Fields of hybrid corn, seedless oranges, improved varieties of wheat, potatoes, and all sorts of garden vegetables may be seen under cultivation. A large new dormitory for students is nearing completion. Livestock quarters are being prepared. Located

near San José in a magnificent valley looking to the colorful volcanoes of Poas and Turrialba, this school offers ideal surroundings for study and research in both Tropical and Temperate Zone crops and livestock.

RUBBER RESEARCH

Immediately adjacent to the Inter-American Institute is the rubber experimental farm operated cooperatively since 1941³ by the United States Department of Agriculture and the Costa Rican Government. Here, on a large tract of land, are nurseries, office building, residences for staff workers, and facilities for research in rubber development.

³ The agreement between the Costa Rican Government and the U. S. Government is set forth in official notes, published by the State Department, Washington, in Agreement Series 222; 55 Stat. 1368; and in Executive Agreement Series 318, State Dept. publication 1949, dated April 3, 1943.

CHAPTER VII

AGENCIES OF PUBLIC AND PUPIL WELFARE

IN ADDITION to the regular school facilities in Costa Rica, many organizations, agencies, and government services contribute much to the general welfare and cultural development of its citizens, old and young. Following are some of the organizations which supplement the formal educational program of the schools.

Cultural Missions were established in 1944 as a division of the national Secretariate of Public Education under a general Director with four assistants called missionaries (misioneros). Their purpose is to popularize culture throughout the country, provide training in new teaching techniques, and promote civic, health, and agricultural education.¹

The missionaries travel throughout the country staging exhibits, giving lectures, encouraging new types of civic and health programs, popularizing agricultural vocations, collecting and encouraging the production of folk music and folklore, and conducting short courses for teachers in rural areas. Their work is chiefly in areas distant from the cultural advantages of the cities, and is intended to equalize somewhat the cultural and educational opportunities throughout the country.

The National Library (Biblioteca Nacional), located in San José, serves as the center of the library organization of the country. The library maintains both open and closed stacks, large reading rooms for books and periodicals, and a teachers' and children's reading room.

Figures for 1941 show that 67,875 works were consulted by 60,036 readers during that year; and that 2,968 volumes were lent out by the

¹ Decree No. 68, April 3, 1944, Republic of Costa Rica; in *La Gaceta* No. 80, April 5, 1944, and No. 114, May 24, 1944.

circulating library.² The readers included approximately four times as many adults as children.

Provincial libraries are located in Alajuela, Heredia, Cartago, Liberia, Limón and Puntarenas, and their readers total about the same number as those of the National Library in San José.

National Museum (Museo Nacional).—Housed in a large old building in downtown San José, the National Museum is a center for permanent historical, archaeological, natural science exhibitions. There are connecting halls and rooms which display the various collections, along with maps, charts, and explanatory printed materials. Since the museum is visited by groups of school children constantly, on field trips, there is a lecture room equipped with desks and seats where teachers may explain special collections or objects brought to the lecture room from various parts of the museum.

Radio is an important factor in the cultural life of Costa Ricans, partly because of the large number of receiving sets among the people and the large number of broadcasting stations. News, serious music, talks on cultural subjects, and discussions of world affairs are available at the turn of the dial. To these stations groups of students often go to broadcast programs of music, and to observe the mechanical operations of the station.

School for Physically and Mentally Handicapped Children (Escuela de Enseñanza Especial).—This school, located in San José, is the only government-sponsored school for children who are physically or mentally handicapped. Laudable results are being attained with a minimum of equipment. The teaching methods are, in general, those in current use in similar schools in the United States.

Sections are maintained for the blind, the deaf, the partially paralyzed, and for the mentally retarded, with teachers who have had special training for their work. The school provides transportation for the children and a light lunch in the middle of the morning. The children are prepared to enter trades or occupations in which they will not be hindered by their handicaps.

The National Opera (Teatro Nacional) in San José functions through the media of various musical organizations. Here are held not only public performances, but also rehearsals, private recitals, school events, and meetings of various scholarly societies.

The Opera Association (Asociación Nacional de Opera) is a rather new organization of townspeople who like opera and have formed this organization for the purpose of presenting popular operas with local talent. They present two or three operas a year. The choruses learn their parts by rote in the evening rehearsals where gather bankers,

² Gobierno de Costa Rica. Memoria de Educación Pública, 1941. San José, Imprenta Nacional, 1941. p. 160-174.

lawyers, doctors, clerks, professors, and people who have in common their love for singing. "Tosca" was a big success when presented, and the rich baritone voice of a local shoemaker who had one of the roles will long be remembered. "Lucia di Lammermoor" played to full house for several nights. The public enjoys these operas all the more because the artists are friends with whom they associate daily.

The Musical Culture Association (Asociacion de Cultura Musical) was organized for the purpose of bringing important artists to the national capital for concerts. It not only brings foreign concert singers and musicians, but sponsors local artists from time to time, and has organized the local Chorus (Orfeon) composed of a group of 50 voices.

The National Symphony Orchestra³ (Orquesta Sinfónica Nacional), organized in recent years, and operating under a government subsidy of 4,000 colones a month, is another peoples' organization of Costa Rica.

Rehearsals are held at night, and the conductor teaches each player his part, before putting him into groups with others. The task of preparing for a concert is prodigious but the results are very satisfying. In spite of the fact that many of the instruments are in bad repair and that the government subsidy is not always paid, the orchestra goes on. Citizens of San José have assisted in the financial support. Each month the orchestra gives regular daytime concerts for school children.

Military and municipal bands (Bandas militares y municipales) spread music throughout the republic. In San José, there is a Military Music School (Escuela Militar de Música). Here are trained the leaders who organize and direct the bands. There are seven military bands—one for each of the provinces of the country. The one in San José is composed of 60 players; the others average around 30 players each. All are supported directly by the Secretariate of Public Security (Secretaría de Seguridad Pública) which has managed the entire organization throughout the country since 1932.

In addition to the military bands, there are 80 small municipal bands scattered throughout the *Cantons* of the country. Each has its conductor, and is composed of from 20 to 30 members.

These bands play for official functions, religious occasions, schools and other organizations, and for the entertainment of the public, especially in the central parks of the towns where there is usually a bandstand in the center. While the band plays, the young people walk round and round the square in the fashion of the traditional

³ Lawler, Vanett. *Educación Musical en 14 Repúblicas Americanas*, Washington, D. C., Pan American Union, 1945. p. 34.

Spanish *retreta*—one of the lovely customs of the old world that has been kept alive in Costa Rica.

The Reform School for Minors (La Casa de Menores) is operated in two divisions. The division for boys is in charge of the Christian Brothers, and that for girls is in charge of the Sisters of the Good Shepherd. The boys' school is in the suburbs of San José and provides 3 years of school work for 500 boys. The girls' division, located in a large building in Guadalupe, just outside San José, also offers 3 years of schooling to its 100 girls. These reform schools emphasize practical education such as trades and household work, so as to prepare the boys and girls for self-support.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

EDUKATION in Costa Rica is a serious concern of both the state and the people. While salaries are paid by the state, local communities help to provide buildings, equipment, sanitary facilities, and assistance to children of limited means. The magnitude of the educational effort in the country is indicated by the report that 97.2 percent of school-age children are in school.

Since the country is agricultural throughout, and most of those who live in the towns actually depend upon agriculture for their living, Costa Rican education includes agriculture as a field of study in addition to the usual basic general education subjects. The school gardens and farms are a typical part of school organization, and are doing much to raise the standards of home gardening, as well as the more ambitious areas of agriculture.

The experimental approach to education is characteristic in the schools. Teachers have opportunity to express their opinions on educational matters, and educational organizations, such as ANDE (p. 36) exercise considerable influence in developing the course of study required. Another reason for the experimental attitude is the cosmopolitan nature of the education of those who control the teacher-training program in the Schools of Education (p. 30). Many of these professors have studied in other countries and many professors from other lands have been invited to teach in these schools.

The state assumes its share of responsibility in selecting and training prospective teachers by providing scholarships to many who show special ability for teaching. In this way, the personnel of the teaching profession is enriched by a steady flow of superior students who are selected and educated for the profession.

The program of studies in the elementary school is centered in the child, his interests, and his needs. Work in the various school subjects starts with the child's immediate world in relation to the subject concerned. Study in geography begins with the community where the child lives, and gradually extends farther and farther, always in relation to the community which the child knows best.

The basic methods of instruction are those of the Belgian educator, DeCroly, and are built around the concept of centers of interest. This means that many subjects are grouped into large blocks of related interests, such as food, shelter, and clothing. This, again, is the principle of starting with the child, with the things he needs and uses day by day, and gradually expanding the sphere of interest.

DeCroly's methods are supplemented by the North American concept of the project. Introduced into the Costa Rican schools by teachers trained in the United States, the project method has proved to be completely compatible with the DeCrolian methods.

Secondary education in Costa Rica is offered at five public secondary schools and at a number of private schools. Higher education is pursued at the University of Costa Rica at San José.



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