Hunt Institute for Botanical Documentation
5th Floor, Hunt Library
Carnegie Mellon University
4909 Frew Street
Pittsburgh, PA 15213-3890
Contact: Archives
Telephone: 412-268-2434
Email: huntinst@andrew.cmu.edu
Web site: www.huntbotanical.org

The Hunt Institute is committed to making its collections accessible for research. We are pleased to offer this digitized version of an item from our Archives.

Usage guidelines
We have provided this low-resolution, digitized version for research purposes. To inquire about publishing any images from this item, please contact the Institute.

About the Institute
The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

[Loose Papers]

GUATEMALA - INDIAN CUSTOMS

"Their mode of living is very rude and comfortless: they sleep on the ground, with the head covered, and the feet bare; they seldom have any thing to raise the head, but when they do use a pillow it is nothing more than a stone or brick. Their repast is spread on the ground, without a cloth. Maize is the constant food. They sometimes eat beef, orother meat, procured by the chase; but it is in small quantity, and always accompanied with tortilla, which is a sort of thin cake, made of maize, and baked on a comal, or slab of clay: this, seasoned with salt and a little chile, forms the ordinary food. They also make balls of maize, rolled up in leaves, called tamal; these, when stuffed with meat and seasoned with chile, are termed nacatamal. From the maize is made a beverage called atole; of this there are as many as ten different sorts, distinguished by names in reference to its composition; as istatole, jocoatole, nectinatole, etc.

"In their visits they make long harangues, remarkable only for the repetition of the same expressions. If they take their children with them, they make them keep profound silence. When intrusted with a secret, the utmost confidence may be placed in their tenaciousness; as they will risk their lives rather than reveal it. If a question be asked, a direct answer is never given; perhaps, yes, or no, is the usual reply. They place great reliance on the Spaniards; and when the latter become their guests, they give up every thing to them with much cheerfulness and satisfaction; but of the negroes, they entertain such dislike and distrust, that if they know one to be gone in any particular road they have occasion to pass, it is sufficient reason for them to proceed by a different way. Intercourse with them is troublesome, particularlywith those employed as couriers, who, as soon as they have delivered a letter intrusted to their care, take post opposite the house of the person to whom it is directed, where they will remain until they are dispatched with the reply. As they find warmth agreeable, they have a fire-place in their dwellings; and they delight much to bask in the sun, and bathe in the warm springs. They are much addicted to drunkenness, and have a propensity equally strong to superstition: to particularize examples of which might amuse, but the detail would extend much beyond reasonable limits."

pp.196-8

From: History of the Kingdom of Guatemala by Domingo Juarros. Trans. by J. Baily, Lt., R.M. London 1823 Printed for John Hearne, by J. F. Dove.

[Found w/ loose Papers]

GUATEMALA

A Handbook of Information, brought together from various sources, by
Wilson Popenoe

Introduction

A brief description of the country, its topography, climate, soils, political organization, etc.

Altitude of principal volcanos.

Principal cities and Towns

The Spanish language in Guatemala

Archeology

Pre-historical information: mention of chief ruins and what is known of the races responsible for them

History of the Conquest and the Colonial Period

Independence and Subsequent History
Briefly

The Indian Peoples Today
Tribes and their locations. Linguistics.
Customs

Art
1. Precolumbian

2. The Colonial Period
Architecture - Furniture
Sculpture
Painting

3. Modern

Guatemalan Textiles
With abundant figures showing
regional designs

Music

Botany
1. General description of the flora
with names of prominent plants,
by zones

2. Orchids of Guatemala

Agriculture and Horticulture
- Coffee
- Bananas
- Food crops of the people
- List of Guatemalan fruits, with notes
- Live stock

Birds - Animals

Mines and Mining ?

The Volcanos

Guatemala for the Visitor
- Tours of most interest
- Guide to Guatemala City
- Guide to Antigua
- List of Railroad Stations, with distances and altitudes

FUTURO DE AMERICA

En Honduras se preparan excelentes agricultores

Dr. Wilson Popenoe

"Dentro de 25 años, muchos de nuestros ex alumnos tendrán puestos importantes en América Latina. Espero vivir hasta que me toque ver a uno de ellos como Ministro de Agricultura en algún país."

Eso dijo el doctor Wilson Popenoe, director de la Escuela Agrícola Panamericana de Zamorano, Honduras, el 2 de junio, día en que la escuela comenzaba su octavo año de labores. Desde que se fundó, esta institución única en su clase, ha preparado cientos de jóvenes de 13 países para trabajar en una sola cosa: agricultura. La agricultura es hoy tan importante para la América Latina que un hombre bien preparado puede beneficiarse a sí mismo y beneficiar a todo el Hemisferio.

Esta idea germinó, hace más de diez años, en la mente de Samuel Zemurray, ex presidente y ahora director de la United Fruit Co. Le pareció en ese entonces que su compañía le debía una compensación a la América Latina por las grandes utilidades que había obtenido de las bananas. También creía en la necesidad de preparar "jóvenes, en cuyas manos está el destino de una enorme región en donde el uso razonable de la tierra constituye la esperanza de un futuro próspero." De esta doble creencia nació la Escuela Agrícola Panamericana.

Dólares: Al establecer la nueva institución, la Frutera no reparó en gastos. Al gobierno hondureño le compró 1.417 hectáreas de tierra excelente en el valle del río Yaguare, unos 40 kilómetros al sureste de Tegucigalpa. La localidad reune en cuanto a suelo, altura y clima, las condiciones típicas de las mejores tierras tropicales cultivables. En la propiedad de la escuela se erigieron todos los edificios necesarios para una institución moderna: salas de clase, laboratorios, biblioteca, comedor, dormitorios, etc. Tiene también grandes extensiones de cultivos con todos los aditamentos apropiados: granjas, lechería, cremería, etc. El costo inicial sobrepasó la suma de un millón de dólares.

Los gastos de operación y manejo ascienden a unos 225.000 dólares al año. Los estudiantes reciben todo—educación, albergue, alimentación, ropa, libros, lavado, cuidado médico y hasta transporte de ida y vuelta a sus hogares—completamente gratis.

Estudiantes: La junta directiva escoge cuidadosamente a los favorecidos. El que presenta la solicitud debe ser nacido en uno de los países americanos tropicales de habla española; debe haber asistido a una escuela por lo menos seis años; debe desear seriamente una preparación agrícola; debe ser inteligente. Los discípulos son en su mayoría gente humilde, sin embargo, los hay que pertenecen a familias ricas. Este año hay hijos o sobrinos de ciudadanos prominentes entre ellos del Presidente del Ecuador, Galo Plaza. En total, 13 repúblicas están o han estado representadas en el gremio estudiantil, aunque la mayoría son centroamericanos y más o menos la mitad de las 500 solicitudes anuales vienen de una sola nación: El Salvador.

Todos los estudiantes reciben tres años de intenso entrenamiento bajo la instrucción del doctor Popenoe y 15 profesores (quienes también pertenecen a varios países). En el primer año estudian horticultura: el cuidado y manejo de las plantas, las legumbres y los árboles frutales. El segundo año lo dedican a las cosechas: maíz, caña de azúcar, arroz, frijoles, etc. El tercer año trabajan en ganadería: vacas, cerdos, pollos. La labor práctica se hace en las mañanas y las tardes se dedican a los estudios teóricos como biología, matemáticas, suelos, etc. También estudian inglés, "no—según explica Popenoe—para convertirlos en *gringos*, sino porque la mayor parte de los libros de texto sobre agricultura están en esa lengua."

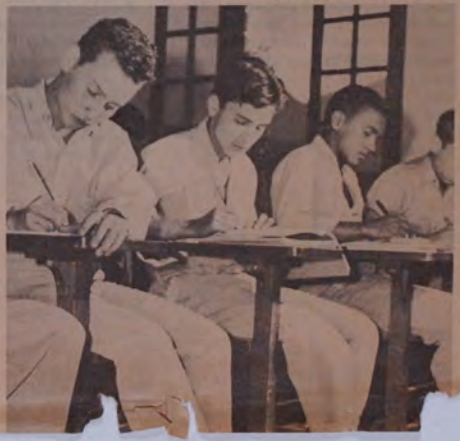
La parte física también merece especial atención. Por ejemplo, casi todos los muchachos llegan con parásitos intestinales. El médico residente los trata y todos ganan de cinco a siete kilos.

Resultados: Durante estos tres años el estudiante se educa hasta el punto que cuando se gradúa está listo para: 1) preparación avanzada o 2) trabajo. La escuela no concede grado alguno, pero muchos de sus egresados han sobresalido en universidades latinoamericanas y norteamericanas. La mayoría, sin embargo, han vuelto a casa para divulgar sus conocimientos de eficiencia agrícola. Originalmente se pensó que trabajarían sólo en sus localidades, pero actualmente más de la mitad toman parte en los programas extensivos de agricultura que han iniciado algunos gobiernos. Por medio de ellos les han enseñado a miles de pequeños agricultores los beneficios de los métodos modernos.

Además de estos, los horizontes que tienen son ilimitados. Esta semana parecía cierto que se cumplirían los deseos del doctor Popenoe, que acaba de cumplir 60.

TRABAJO DE CAMPO: Los estudiantes de la escuela aprenden a cuidar los cerdos tratándolos personalmente. A su vez éstos sirven de alimento con 9.900 kilos al año

TRABAJO DE AULA: El estudio crea sus propios problemas. Ejemplo: Una legumbre que se llama "ayote" en México es "calabaza" en Venezuela y "zapallo" en Perú



RECOLLECTIONS OF AN AGRICULTURAL EXPLORER

I. By Way of Introduction

Early days in Kansas - Move to California -- Among the Pasadena Gardeners - Origin of the "West India Gardens" - To Arabia for date palms - An Agricultural Explorer in the United States Department of Agriculture.

II. Brazil, the Home of the Navel Orange

Off on the Vandyck with the Roosevelt party - Down the Islands - Rio de Janeiro and the Botanic Garden - Back to Bahia for serious work - The story of the navel orange - The pineapple, the dende palm, the jaboticaba, the pitanga - Through Minas Geraes and down the Sao Francisco - the Imbu - We return to Washington.

III. The Mango Project

To Miami and the Brickell Avenue garden - something about mangos - southern Florida in 1914-15 - Cuba - Puerto Rico.

IV. I Begin the Hunt for Avocados

To Guatemala in the summer of 1916 - The story of the avocado - Rambles through the highlands in search of avocados - Life among the Indians - I fall in love with Antigua - the wild Dahlias - the Alta Verapaz country - wild blackberries and raspberries - José Cabnal and his family troubles - The Guatemalan finquero and his life - something about coffee - Back to Washington, just before the earthquake.

V. Southern Mexico

The gardens and garden lore of the Aztecs - the corn, bean and squash complex - chocolate and vanilla - incidents of travel.

VI. Back to Central America

Again I go through the Guatemalan avocado country - A glimpse at Salvador, then on to Costa Rica - the pejibaye palm - Panama and the Canal.

VII. Round About Bogotá

At last I see the Andes - Life in the Colombian capital - interesting food plants - the giant blackberry - Up to the plateau over the old Spanish trail - across the Quindio to the Cauca valley - The home of "Maria" - down the coast on a tramp steamer.

VIII. In the Highlands of Ecuador

Up the G & Q to Quito - Imbabura and its Indians - The yaravi - Ambato and the capulin cherry - southward to Loja, and the native home of the cherimoya - Guayaquil and cacao.

IX. A Glimpse of Peru and Chile

Lima - Up to Cuzco, one of the most picturesque of the old colonial cities - The Inca civilization and what it did for agriculture - the story of the potato - other plants domesticated by the Peruvians - On to Chile, the California of the South - the story of the strawberry - back to the United States.

X. Washington Interlude

I settle down at the Department of Agriculture - Something about Foreign Plant Introduction and the personalities involved - The old scientific group at the Department - the Cosmos Club - the call of the Tropics proves too strong.

XI. We move to Honduras

The development of Lancetilla Experiment Station at Tela - a few of the interesting plants we grew - something about Honduras - Dorothy goes in for archeology - Guatemala revisited, and the old house purchased - we transfer our headquarters to Guatemala City, and commence the restoration - back again to Honduras.

XII. A Banana Man at Large

Something about bananas - I move about the Caribbean - French Guiana and the penal colony at Cayenne - I am loaned to the Carnegie Institution to help hunt for wild corn - The story of Indian corn or maize - I spend much time in Jamaica - something about that island and its people - The restoration of the old house in Guatemala completed and my roots fixed there.

SMITHSONIAN INSTITUTION

UNITED STATES NATIONAL MUSEUM

WASHINGTON, D. C.

March 20, 1937

Mr. Wilson Popenoe
c/o Tela Railroad Company
Tela, Honduras, Central America.

Dear Wilson:

Your letter of March 1 was received a few days ago, and I am indeed greatly obliged to you for the enclosures. I judge you are not likely to come this way again for several months, so I will reply briefly if only to let you know that I cordially approve your project of preparing a good handbook of information on Guatemala and am of course willing enough to contribute the short chapter on the ferns of the country. Please let me know about illustrations; I mean, of course, half tones. In the case of ferns it would be especially desirable, I think, to include a number of Habitusbilder and I think I can obtain suitable prints by rummaging through some of the Agricultural files. I suppose you will not want an elementary discussion of reproduction in this group but a ~~small~~ general running account of some of the more interesting and conspicuous genera, where they may be found, their possible utility, their distribution, and the like. I wish you would let me know about this, so that I may not go too far astray in preparing my chapter.

No more for the moment. The projected vacation with the youngsters at Antigua sounds fine, and I suspect we shall not see you here until autumn.

With all best wishes,

Yours very truly

William R. Maxon
Curator, Division of Plants.

Outline for section on Plants

The flora of Guatemala,- woody plants, their distribution, floral zones, etc. by Standley

Ferns, by Maxon

Orchids, by Margaret Lewis

Timber trees, by Professor Record

Crop plants, fruits, vegetables, other economic plants of interest WP

The Corn Plant, J H Kempton

It will be convenient, for purposes of the Handbook, to split Guatemala up into zones of some sort. Climatically, I think I shall stick to the good old classification of Tierra Fria, Tierra Caliente, and Tierra Templada, setting the limits in a general way about as follows:

Tierra ~~fria~~ caliente, sea level to 2500-3000 feet

Tierra templada 2500-3000 to 5500-6000 ft

Tierra fria " 6000 para arriba

I dont think it practicable to tie down these zones too closely.

In addition to such a classification, which applies to the whole country, I would like another classification which will be useful in many ways:

I. The Caribbean lowlands,- up the Motagua as far as Gualan, Up beyond Lake Yzabal to Pancajché or Tamahú on the Polochic. The wet lowland zone, in short.

II. The semi-arid "Oriente",- Zacapa, Chiquimula, Jutiapa, Jalapa and contiguous territoby, low to medium elevations.

III. The Plateau country, and as rising from it, the volcanos; this classification would include most of the departments of Guatemala, Sacatepequez, Chimaltenango, Sololá, Quiché, Totonicapan, San Marcos, and Huehuetenango.

IV. The Alta Verapaz and adjacent territory of the same sort

V. The plain of Peten (which will get little consideration, except when it comes to archeology).

VI. The Pacific Littoral, up to the coffee zone on the slopes of the volcanos.

This leaves the Baja Verapaz out on the end of a limb. The Salamá zone and the area between that and the Motagua belongs, it seems to me, in the Oriente region, Zone II; while the western part probably lies with Quiché in Zone III, and the northern part belongs to the Alta Verapaz, Zone IV.

This is a very hasty and preliminary effort to work out a convenient zoning system; but I think when elaborated, such a plan will prove very convenient not only from the standpoint of plant distribution, but in many other ways.