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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.



Antigua, Guatemala 21 January 1969

Mr John W Weeks, Secretary
Escuela Agrícola Panamericana,
Museum of Science
Science Park, Boston Mass.

Dear John:

Kitty Coolidge Sears has just advised me that there will be a special meeting of the Board of Trustees of EAP sometime during the week of February 3rd. Since I really cannot leave here for some time yet, I hereby give my proxy to Dr. Catherine Coolidge Sears for this meeting.

I wish I could walk down Beacon Street through the snow from Tom Barbour's old house at the corner of Clarendon, to attend this meeting. But maybe it is going to be in New York, and I have no sentimental background for walking through the snow in New York City.

Warmest regards always.

Faithfully yours,

A large, cursive handwritten signature in dark ink, which reads "Wilson Popenoe". The signature is written over the typed name and title.

Wilson Popenoe
Director Emeritus

COMMENCEMENT ADDRESS AT THE PAN-AMERICAN
SCHOOL OF AGRICULTURE, ZAMORANO, HONDURAS,
DECEMBER 7, 1963

Henry A. Wallace

More than 20 years ago Wilson Popenoe and Sam Zemurray told me of their plans to build a school for the boys of the Tropics where they would learn both by doing and by reading. Schools of this sort had done great good in Denmark for many decades. The Quakers or Friends had founded schools where the pupils had worked with their hands as well as their heads. In 1943 I did not know of any place in the Tropics where this idea had been tried out. I do not know whether Wilson Popenoe or Sam Zemurray had the original idea. Perhaps Mrs. Doris Stone stirred up her father. He was a good man subject to generous impulses. I knew him well when I was Vice President during the war years. Deeply interested in Latin America I became fascinated. You can appreciate therefore that being here 20 years later is the fulfillment of a cherished dream.

"Laborare est orare." Muscular illiteracy must end. Many a religious order has found that work enriches the soil, strengthens the body, and sanctifies the soul. Oxygen frequently imbibed in large doses is food.

As a boy of 16 I found this out the hard way. My father laid out an experiment worthy of the school here at Zamorano. First I had to shell by hand all but two rows of 50 ears of corn and put the kernels of each ear in a separate packet. Then with the help of a retired farmer I planted the kernels on an ear-to-row basis. Part of the time I used the hoe and he dropped in three kernels. Then we reversed. I kept the weeds down with a cultivator drawn by one horse. In July I pulled the tassels out of every other row. In the fall I weighed each row separately and went back to look at the Mother Ears producing the best yields. From the better yielding of the detasseled rows I sold \$50 worth of seed. It was my first real money.

Last May, using a hoe again and dropping the kernels myself, I repeated in a different way what I had done 60 years ago. Again I detasseled in July, but this time I was crossing corn which had in it a lot of Tropical blood. I mention this to indicate that what you do with all your might and deepest interest as a boy of 16 to 20 you may repeat with joy when you are 75 but in a different way. If my father and his good friend Prof. Holden of Iowa State College at Ames had not started me in 1903, 1904, and 1905 to breeding corn on an ear-row basis I would never have started the first Hybrid Corn Co. in the world in 1926 - a company destined to pioneer in the U.S.A. in hybrid corn and chickens, creating many millions of dollars of new wealth for many people. Direct soil contact as a boy of 16 did me good. It is doing you good. When you sweat on the land with a purpose in mind you build character. Watching things grow, whether plant or animal, is all important. One of the wisest of the old Anglo-Saxon sayings is, "The eye of the master fattens the ox."

Each year I can hardly wait until I see how the hybrids of the preceding year have turned out. There is always something new, something fascinating, a suggestion for the future. I do not dare get old because there is always something new coming up which I can understand better than anyone else. I work on a small scale. My biggest investment is my personal interest.

The years will pass in joy for each and every one of you if you invest your personal interest wisely. Each of you will develop certain specialties. The depth of your interest will draw other people to you. Some of them will be good. Some bad. Eventually some of you will come to understand human beings which is the most difficult job of all.

Central America is the very center of coming changes of many kinds. Here population increases at a rate to double in 20 years. The population explosion started in a big way in 1946 when DDT began to conquer the mosquito for the first time in tropical history. Since 1946 in the corn and bean areas of Latin America, especially in the uplands where the farms are small, there has been a strong tendency for the

increasingly large numbers of people to press on the land to an extent which destroys the renovating character of the old milpa system. The blessing of effective public health measures has saved people and has begun to destroy our Mother - the soil. As a result, hundreds of thousands of people in the hills will be forced to seek work either in town or in some other country. Not knowing how to read and write, they are not trained for well paid factory work. Nevertheless it is certain that 20 years hence employment in the factories of Central America and northern South America will at least quadruple. The demand for milk, eggs, broilers, beef, and pork will go up at least five times. Broiler demand may go up 10 times what it was in 1963. This means increased demand for corn, sorghum, soy bean meal, fish meal, cottonseed meal, sesame meal. Even in Mexico and Central America there will be a gradual shift from white to yellow corn. Animals do not fool themselves in the same way as human beings. I do not expect to see many tortillas made out of yellow corn, but I do expect the animal feeds to contain yellow corn, deep yellow corn instead of white corn.

Zamorano has prepared you for Tropical America as it evolves. Export crops like sugar, cacao, coffee, tobacco, cotton, and bananas will not forever attract the best labor, land, and capital. Export crops will be very important for a long time into the future. From them you get the foreign currency with which to buy consumers goods of many kinds. But gradually you will find that you can produce efficiently more and more industrial articles.

More than 70 years ago José Martí, the great Cuban patriot, foresaw the curse which too great dependence on sugar could bring when he said, "A nation which depends on only one product for its subsistence commits suicide." Today I would modify this and say, "Nations which depend too largely on agricultural exports will sooner or later find themselves in serious trouble." This happened after World War I and it will happen after World War II. The beginning of wisdom is to aim at getting a yield of these export crops 50 per cent greater per hectare. Greater yields will release good land for corn and other feed grains. Beans are a substitute for meat. What I urge is more corn, beans, and

rice on level or gently sloping land. Yields per hectare, especially of corn and beans must be doubled. Trees must be left on the hill sides. The soil must be held in place.

You have been taught all these things, I know. You are scientists who have learned to use your hands in a practical way. Like those who have graduated in former years each one of you will radiate his influence directly or indirectly on many hundreds of people. In so doing you will be intensely patriotic, serving your country in the most fundamental way. You will not belong to the right or the left or the center, but to the earth and those who work the earth lovingly and effectively so that it may be preserved and improved century after century.

Those who live in Central America by growing such crops as corn, beans, rice and sorghum have before them one of the world's great challenges. Twenty years hence there will be a demand for three billion more pounds of these crops. At least two and one-half billion pounds of this increased demand will be for corn. This corn demand may amount to more than three billion pounds by 1983 if the poultry and dairy industry expand in the way I anticipate. To fill this demand will require a carefully planned expansion in acreage, new roads, and higher yields per acre. As a part of the plan there must be a strong extension service well trained in proper use of fertilizer, good seed, insecticides, weed killers, and modern machinery. Along with the extension service and as a part of it, there must be a system of supervised credit. To what extent can level land be made available for corn farmers? Technically it is easily possible to treble the corn yields per acre by 1983. But with more than two-thirds of the corn farmers unable to read and write the changes would be slow. I know because I lived through it 50 years ago in Iowa. But once the changes begin they move fast. Today with fertilizer, insecticides, herbicides, tractors, and corn pickers, it takes one-tenth as much man labor in Iowa to produce a bushel of corn as when I was a boy. The new ways cost money, education, tact and hard work. You will find it difficult in 20 years to do what took us 50 years in Iowa. You will have to move fast because your present-day 13 million people are headed toward 26 million people in 1983. A British novel called "Nineteen Eighty-Four"

by George Orwell portrayed the triumph and failure of communism in terms of the human spirit. The novel "Nineteen Eighty-Four" assumed great changes in technology but with the human spirit completely subordinated to master minds dominating a system. The challenge of 1983 in these six Central American Republics is to double the yield per acre, save the soil, take the row crops off the hill sides, put on demonstration plots, hold meetings, and educate through the mechanism of supervised credit. The spirit of 1983 in action can be totally different from the spirit of 1984 portrayed by George Orwell.

At times we must lift our eyes from the earth to the heavens and to the hills from whence comes our aid according to the Psalmist David. Perhaps he was thinking of irrigation water or sheep pasture but perhaps he was thinking that man must be something more than of the earth; earthy.

Perhaps Martí had this in mind when he said - "Those individuals with foresight and who carry responsibilities in Latin America should work ceaselessly for the immediate establishment of practical agricultural stations and of corps of teachers to travel throughout the country teaching the farmers and peasants what they should know about the soul, the government, and the land."

Would that Martí could visit the work of all the graduates of Zamorano! Martí might not say that the Zamoreños are his ideals made flesh but who can point to any graduates who have served the land better. About "government" and "soul" there may be discussion.

For the moment in these difficult days I shall pass up discussion of "government." Concerning "soul" I must speak. In every school, in every human contact there is such a thing as passing the Promethean fire from one soul to another. There is or can be a sacred contagion. I knew of Rubén Darío, the famous Nicaraguan poet, before I knew of any other poet in the Spanish language. This man coming from a small village with perhaps a drop or two of Indian or Negro blood and very, very proud of his Spanish ancestry long ago dedicated a poem to Theodore Roosevelt's North America -

"You join the cult of Mammon
with that of Hercules;
"And lighting the road to easy conquest
"Liberty raises her torch in New York."

Then addressing Latin America and Roosevelt jointly he writes -

"Beware. Long live Spanish America!
"There are a thousand cubs loose from the Spanish Lion.
"One would have to be God himself, Roosevelt,
"the fearful Sharpshooter and the powerful Hunter,
"to be able to hold us in your iron claws.
"And, since you have all, only one thing is lacking: God."

Those were the days when the setting up of Panama rankled.

How desperately this Central American absorbing the culture of Europe strove to awaken a new soul in the new world writing -

"If there is poetry in our America, it can be found in old things, in Palenque and Utatlan, in the legendary Indian, and in the subtle and sensual Inca, and in the great Moctezuma of the golden throne. All the rest is yours, democrat Walt Whitman."

How extraordinary that Rubén Darío at the height of his fame living in Madrid should discover and appreciate Juan Ramón Jiménez. I knew that gentle soul when he was living in Washington 20 years ago. He spoke no English and I very little Spanish but gradually I came to know that here was the supreme artist of the Spanish language.

Juan Ramón by "being" not by "acting" passed something precious on to others.

Poetry, painting, and music exist so that we may make the earth glow and sing in abundance. The artists may not know this but we know because we are close to life itself - the living, ever-changing soil, the growing plants, the animals in their ceaseless round of creation, the continual awareness of night and day, the storms and drouths, and rains and winds.

Better soil, better crops, better live stock, better machinery, better fertilizer, better marketing, more money - yes. Latin America must learn this lesson but Latin America with all her weakness has always asked or declared - one thing is lacking. Sometimes they call it God. Sometimes Culture. But do you have the right to pray to God until you have worked with your hands? Can you deserve culture until you have worked with your hands?

Juan Ramón would have disagreed with me as would all the poets I have ever known except possibly Robert Frost. Pieter Brueghel, the

Elder, would agree with me, I think. But then he was a painter and used his hands in a most fertile way. Juan Ramón was sickly and can be excused for not working with his hands.

But you of this school stand for the same brand of culture that I believe is best for any people that wishes long to survive - working at least one-third of the time with your hands and preferably in contact with the soil.

I am nearly 60 years older than you and can look back with gratitude to habit patterns and inspirations contributed by Father, Mother, teachers in school, and many others. Two or three stand out who communicated enthusiasm, the desire to reach out toward new things. Ponder on these people. They have put something precious in your possession. For a half century or so you will have your opportunity to pass on what Zamorano has given you. You never know with whom you will strike fire. You can never repay directly those who have helped you. And those whom you help and inspire will never repay except perhaps in spiritual coin. We are serving an endless chain of humanity but beyond that what Darío would call God. We are all members one of another as Saint Paul said. We may come from a humble background as did Rubén Darío but remember even though you come from the smallest of nations that King David in a psalm said, "The stone which the builders rejected has become the chief cornerstone." Christ said that "The meek shall possess the earth." And David said concerning the humble ones, "And delight themselves in abundance of peace."

The peace of abundance for which the prophets longed can be ours. With our modern knowledge of economics and technology abundance should mean peace, and peace should mean abundance. But Economics, Technology, Production skills, and Market knowledge are not enough. The Alliance for Progress is good but not enough. We need all our skills, all our knowledge, all our determination, all our capital, if Tropical America is to feed twice her present number of people in the year 1983 without soil destruction and continuous violent and hopeless uprisings of people destroying themselves in their pain.

You have learned fundamental virtues here at Zamorano. Development of sound health, warm hearts, wise heads, and busy hands have

become second nature to you. A little known poet by the name of E. R. Sill summed it all in a typical Anglo Saxon way when he wrote -

"Forenoon and afternoon and night,
Forenoon and afternoon and night,
Forenoon and - what?
The empty song repeats itself.
Yes, that is life; make this forenoon sublime,
this afternoon a psalm, this night a prayer,
and time is conquered and thy crown is won."

Wilson Popenoe, Sam Zemurray, and Doris Stone made their magnificent contribution. I believe they have built better than they dreamed and that you will do your best to meet the fantastically serious problems which will accompany the extraordinary growing pains of the Tropics during the next 20 years. I have the faith to believe that using Anglo Saxon skills, Indian pertinacity, Spanish spirit you will create an America of which Rubén Darío would be proud. Something unique, joyous and beautiful.

COPY

ROOM 4200
111 WEST 50TH STREET
NEW YORK 20, N. Y.

CONFIDENTIAL

March 26, 1963

Dear Wilson:

It was good to have your letter of March 14 but I am sorry that you do not expect to be here for the April meeting of the Board of Trustees. I think all of us are disappointed not to have the meeting in Zamorano this year, but it was finally decided it was more feasible to hold the April meeting here in New York.

Thank you for sending John your proxy and we will, of course, wish to see it voted in accord with your wishes.

I am interested to learn of your talk with Wayne Reitz. Let me hasten to say that I am one of those trustees who would be fully in accord with the idea that we should select Chico de Sola as President of the Board of the EAP. I have so stated on numerous occasions and have said so to Chico in a telephone conversation with him about two weeks ago.

Chico has a counterproposal. He urges that under the circumstances I should accept the Presidency of the Board for a limited period of time after which he would commit himself to accept if the Board would want him to do so. Chico seems to have his reasons for this judgment and it has been difficult to change his mind. He urges that I should be willing to take the interim responsibility if he is willing to pick it up for a longer period, let's say beginning next fall or at the most a year hence.

My own feeling is that you and Wayne are right and that we should try to convince Chico that the best arrangement would be to elect him President in April. Today he is firm in his attitude but perhaps it can be changed and I would, therefore, suggest that you may wish to write him and urge your point of view upon him.

With respect to the Executive Committee here again I would prefer to see others take over the responsibilities of this Committee. Henry Allen Mae and Tom Cabot would be good

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ROOM 4200
111 WEST 50TH STREET
NEW YORK 20, N. Y.

Page 2

March 26, 1963

members and I would be happy to see Wayne make a special effort to accept the assignment to this Committee. I know that he is extremely busy as we are all, but he would be an excellent representative on the Executive Committee.

Let me make myself clear if I can. I believe that every member of the Board is a potential president, vice president, or committee chairman, and should serve for a reasonable period of time if asked to do so. Therefore, I would be willing to do anything I could to be helpful in any assignment given me by the Board and have so acted in the past. Now, however, my responsibilities here at the Foundation put me in somewhat an anomalous position if I accept any principal office on the Board of the EAP. I would like the Foundation to be free to continue to look at the School upon its merits and to consider assistance to the School in the future as it has in the past. As President of the Board I would feel that my position would be untenable in this respect. Even as Chairman of the Executive Committee I would not be entirely comfortable but as a last resort I would be willing to serve in this capacity for a limited time if the Board so desires.

I would agree with you that we should elect Bert Muller to the Board in April and this, I think, we propose to do. Bert seems to be doing a wonderful job thanks to his own experience, ability and his previous association with you. I very much hope he is going to decide to cast his lot with the EAP on a permanent basis.

In conclusion, let me thank you for your final paragraph which is most objective, and I think the way I think all of us would like to see our role on the Board. I think, however, your ideas are excellent and that the Board generally is in agreement. The only real problem, as I see it, is in convincing Chico that he should become President now and this, I hope, we can do.

With warm personal regards,

Sincerely yours,

J. G. HARRAR

J. G. Harrar

Dr. Wilson Popenoe
c/o W. L. Taillon
12 Calle Oriente 6-61
Guatemala City, Guatemala
JGH:ls

Copy to Dr. J. Wayne Reits
Mr. John W. Weeks

CHARLES L. STILLMAN
TIME & LIFE BUILDING
ROCKEFELLER CENTER
NEW YORK 20

C. A. S. CO.	
BOSTON OFFICE	
RECEIVED ON	
SEP 25 1962	
NOTED	ANS.

September 20, 1962

Dear John:

Enclosed are 14 copies of the letter I read to you over the phone yesterday.

My letter does not mean anything taken alone but only when combined with copies of Doris' letter of August 30th and George Harrar's of September 4th.

Sincerely,

Charlie

Mr. John W. Weeks
Central Aguirre Sugar Co.
140 Federal Street
Boston 10, Mass.

CHARLES L. STILLMAN
TIME & LIFE BUILDING
ROCAEFELLER CENTER
NEW YORK 20

September 19, 1962

Dear Doris:

I have read and re-read yours of August 30th and George Harrar's reply of September 6th.

As it is my firm intention to resign as Chairman of the Development Committee, and if it is your desire, also as a member of the Board of Trustees, at the meeting of October 8th, I am writing you at this time so it will come as no surprise to you and certain other members of the Board who have already seen your letter of August 30th which closes with "there is nothing secret in this letter." There is nothing secret about my letter, either, although I sorely regret that matters of this kind have to go into a written record instead of being thrashed out, as George Harrar says, in meetings among friends working together in a common cause.

I am not going to close the office of EAP until action is taken by the Board, as it very probably will be on October 8th because I feel it is a matter for the Board to decide. I am not going to give Miss Perez notice until the Board acts. I presume the Board will provide her with adequate severance pay.

The rent is on a month to month basis so that the final rent bill will be for the month of October.

It may be appropriate at this time to review the operations of the Development Committee, since it was set up, I believe, at a meeting of the Board in April of 1961.

We had before us at that time a report by Marts and Lundy which said EAP was worthy of general support in both the U.S. and in the countries served by the school. One of the first things I did was to consult with Marts and Lundy and we agreed:

- 1 - A proper brochure presenting the EAP in English and Spanish was necessary and they agreed to prepare one which they did and which after much editing, discussion and rewriting was acceptable--although all such documents are a matter of compromise and never entirely satisfy anyone.

- 2 - It was stated by Marts and Lundy that 90% of big college endowments are the results of special circumstances, notably bequests, and that no important added endowment money could be expected except for bequests from very special friends (and rich ones) of EAP. It was agreed that a program of annual giving by friends, corporations, and perhaps a few of the better-off alumni, was the only way to get started.
- 3 - This meant list building and a system of record keeping so renewals would be solicited properly on their anniversary dates. This meant a small office and a secretary willing and able to work alone. This Miss Perez has done ably.
- 4 - After the little office was set up, I reviewed the activity with Marts and Lundy and they approved of what I was trying to do.
- 5 - It was emphasized by Marts and Lundy not once but often that the head of an institution seeking to enlarge support for itself must regard time and attention to fund raising as one of his principals, not secondary, occupations. After some months of persuasion, Dr. Paddock reluctantly accepted this and started to work on it, quite naturally, in Washington.

In the brochure which was hammered out, it was stated that EAP accepted only accredited high school graduates on the basis of competitive examinations. Now whether one calls EAP a school or a college (certainly not a university) that gives it the status necessary to solicit funds among the friends of EAP and their friends' friends, as well as government aid funds.

I consider it to be impossible to raise or even solicit funds for a high school or a junior high school except among an extremely small group of friends who have known EAP over the years and for sentimental reasons want to help support it. Even such friends will be increasingly reluctant to give unless they are given to believe that other people are also giving.

We started getting out our mail in October and to September 17, 1962, had received a total of \$35,964 as per schedule attached. In looking over this list, it will of course be noted that two Coolidges and George Gardner, Jr. gave almost half the money and it may be argued that no campaign was or is needed to raise their money. However, when they find out that nobody else is giving money and hear it said that the EAP does not need any money, how long and how much will they give?

The U.S. Government gave \$111,000. Whether it was Paddock or Harrar or Stillman or Cabot who raised the money, no money would have been appropriated except to an educational institution, call it what you will, that is not a secondary school but starts above the twelfth grade according to U.S. terminology.

It is also doubtful if the grant would have been obtained without the existence and general circulation given to the brochure which explained not about the nuts and bolts needed but showed an impressive Board of Trustees who were enlisting private as well as government support, for an independently endowed institution.

I spent the months of May, June and July waiting for a new director to show up who was interested in raising money as well as running EAP. None showed and activity came to a halt. Of course it is possible to run a useful school with 5% interest on \$7,000,000. So why raise more? Why not run a vocational high school on a budget of \$350,000? Why have a Board of Trustees at all, beyond a small group put together in some lawyer's office?

I agree entirely with the position taken by George Harrar that something of stature and importance would be lost. However, I cannot guarantee to raise any given sum of money and since our brochure is no longer a correct statement of the situation prevailing, the effort can only cease, at least as far as I am concerned.

Consideration should be given to the disposal of the remaining brochures and the name and correspondence file. I would want all names put on the list by me removed and destroyed, and would urge that the remaining brochures be destroyed, although that is a matter for the Board to decide.

Although I would prefer to resign, I am willing to remain as a Trustee for some further period until a satisfactory substitute can be found.

* * *

Doris, the only reason I am on this Board is because you asked me and I thought I would enjoy working with you. Obviously neither of us is happy and that is sad to have to face.

I wish you and EAP the very best for the future and would welcome the opportunity of giving it a little each year--if there are any considerable numbers of others willing to do likewise.

And believe me, with warm personal regards.

Sincerely,

Charlie

Mrs. Doris Z. Stone
Box 1309
San Jose
Costa Rica

COPY

ROOM 4200
111 WEST 30TH STREET
NEW YORK 20, N. Y.

SEP 10 1962

NOTED

ANS.

September 6, 1962

Dear Doris:

I have your cable of September 5 agreeing with the suggestion to advance the meeting of the Board of Trustees of the EAP to Monday, October 8. I sense in your reply some criticism of the fact that your earlier suggestion for a meeting was not accepted and would like to repeat that the question was not one of acceptance of the idea but simply unavailability of the number of Trustees on that date. We do not know how many can assemble on October 8, but there is evidence that a good majority at least can be present, and, therefore, believe we should go ahead.

A number of us met earlier here this week (Charles Stillman, John Weeks, Jorge Mejia, Franklin Moore and myself). This meeting was necessitated by the fact that according to our Secretary-Treasurer and Mr. Moore there are no funds available to pay current bills and those which we know will fall due during the remainder of this year. Since some action had to be taken and since Charlie Stillman also wanted to discuss school matters before his departure for Guatemala, we went ahead with the meeting as scheduled and were only sorry that you could not attend.

Just before the meeting convened, your letter of August 30 arrived and since you indicated that there was nothing confidential in the letter, the group that met had a chance to read your comments.

I will not attempt to interpret or transmit to you the feelings of other members of the Board, but feel that I should make some response to the points raised in your letter of August 30. Other Trustees may or may not agree and can speak for themselves.

I will try to reply to your individual points in the order presented by you as follows:

I fully remember your long cable early this year concerning Bill Paddock and which you asked me to distribute to the other members of the Board. I did so and the response was I think overwhelmingly to the effect that such a decision was a matter which could only be taken by the full Board after careful consideration of all the evidence. I think each Board member felt as I do that the dismissal of the principal officer of an institution is a serious step and is obviously a Board function and responsibility.

I might add that the situation took care of itself through the voluntary resignation of Dr. Paddock. This made it possible for him to leave his position

September 6, 1962

under favorable rather than unfavorable circumstances which would have been the case if the Board had decided to take action on the basis of evidence presented in the spring meeting. All of this became unnecessary and the matter was in my judgment handled with complete fairness and objectivity by the Board.

It is my memory that at the April Board meeting, Dr. Paddock announced his willingness and intention to return to the school and remain until his replacement was located or until the end of July of this year, whichever occurred first. I do not think you raised any objection to this arrangement at the meeting and since there was no objection the Board accepted Dr. Paddock's proposal in order to try to avoid too long a period during which the school would be without a director. Since you feel so strongly that Bill should have left in April, it is unfortunate that this point of view was not presented to the Board for discussion at its April meeting.

With regard to expenses, I am not entirely familiar with how the present examination system works, but if in the judgment of Dr. Pulsifer the system being used in Costa Rica and Honduras can be applied elsewhere with equal success and with a saving of \$3,500, I would be in favor of doing so.

I do not wish to try to speak for Charlie Stillman who is perfectly competent to speak for himself. However, I think it is his understanding that the Board at its April meeting fully supported his efforts at fund-raising for the school and authorized him to press vigorously in this endeavor. It is my memory that \$50,000 was authorized for this purpose during the remainder of 1962. In such case, this becomes a Board action of record and any change would require further Board action. I would assume that in view of your attitude concerning the New York office, you would wish to make a proposal for some action when the Board meets on October 8.

At this point, I should like to interject my own strong feeling which I think is shared by others that we place great confidence in Charlie and his ability to build up a roster of annual donors to the school. In fact, to my knowledge he has already made progress in this direction, and I am sure his program could and would be substantially expanded in the future if he were given full backing and cooperation by the rest of the Board. At the moment, I think he feels stymied by the situation at the school and the fact that we do not have a Director, and the question you have raised about the value of his efforts and of the New York office, as well as those referring to the character of the school program. I thought that this latter point had been clearly defined by the Board at its April meeting. This was one of the major points considered, and it was thoroughly discussed prior to reaching the decision recorded in the minutes of that meeting.

I do not feel able to say anything useful in connection with reduction of the labor payroll to save \$10,000 per year. If we have an excessive number of

September 6, 1962

employees, this situation should be rectified by Dr. Pulsifer, but I would, of course, advise against cutting down on essential services necessary to the school's maintenance and operation.

Our Director, of course, has to do some traveling in the interest of the school, and its program, and I do not think we should cut his travel to a degree that might limit his usefulness. If you feel that the previous director did a great deal of unnecessary travel, this could be reduced in the future.

I am fully in accord with the thought that we should run a tight ship and keep our expenses to the minimum consistent with sound operation. To this end, I think we should so instruct Dr. Pulsifer and let him, the business manager, and perhaps our accountants work out the details and make recommendations to the Board on October 8.

I do not know anything about the milk herd situation, but, of course, one good bull can service a very substantial number of cows through modern artificial insemination techniques. I do not know why the other bulls were sold or why the refrigeration equipment broke down, but if the former was done in an effort to save money, it would appear to have been an unwise move.

You refer to the fact that more water is essential and that this problem has never been taken into consideration. I assume that this situation is one of long-standing since the student body and the faculty have not increased appreciably in recent years. To the best of my knowledge, this problem has not been brought before the Board by anyone, and I do not know where the responsibility lies or how far back it goes.

I know nothing about the agreement signed with the University Center of General Studies of the University of Honduras unless it refers to an earlier proposal that the University would give our graduates Ing.-Agr. degrees after graduation and upon the completion of certain requirements. It is my memory that no Board member interposed an objection to such an arrangement since this would be a voluntary arrangement between the students and the University and would not affect the school or its curriculum. It was not my understanding that the plan to which I have referred would in any sense convert the EAP into the Faculty of Agronomy of the University.

With respect to the student body, I feel as I always have, that the first role of the school is to serve the needs of Central America and obviously this includes Honduras, which for many reasons should look to the school to help in the training of many of its young men who desire training in the agricultural sciences and practices. In this connection, I fully agree that we should not attempt to become a university, and I believe that this is the judgment expressed by the Board last April. We agreed I think that the school should retain its present image, namely, that of an institution offering

September 6, 1962

special training in basic agricultural sciences and practice following secondary education and that our graduates should be thought of as agricultural technicians. It was perhaps unfortunate that the decision was made some years ago to award the title Agrozoologo since this may have created expectations which could not readily be realized. However, in Latin American parlance the Agrozoologo title is intermediate and since this arrangement has now been established, it may be difficult and undesirable to consider a change, either upward or downward. I do not know about individual student problems, but could only agree that the student body must be kept in a state of discipline appropriate to an educational institution. In other words, the students should study, the teachers should teach, and the administration should run the school, with the approval of the Board. Any serious deviation from this pattern can only lead to trouble.

I am afraid that I cannot agree with you that money is not a real problem with the EAP. The first part of your own letter dwells rather extensively on the seriousness of our money problems and it was this that brought about the Executive Committee meeting last week. We quite clearly do need to tighten up the operation of the school in order to keep our costs as nearly as possible within our income, but at the same time we need additional funds if the school is to progress. I know you have said on other occasions that fund-raising was not important, especially if money had to be spent for this purpose. This you repeated in your recent telegram. I think, however, that it is always necessary to spend money to raise money, and we realized this in agreeing to use the services of Marts and Lundy and to support Charlie's fund-raising activities. I might add that although you had some reservations concerning the plan to seek some support from the United States Government, the \$114,000. which we obtained largely through Bill's efforts now seems to be important to the school. Its use for purposes other than originally stated in our petition would seem to me to require consideration and action by the Board.

I personally cannot agree that the school has lost ground during the past five years. On the contrary, I think many needed improvements have been made. I would point out that the practice of operating well beyond the limits of income and on a deficit-financing basis was not invented by Dr. Paddock. He inherited this situation, and if you will look at the record I think you will see that progress has been made toward a reduction of the excess of annual expenditures over income.

I have always felt that if the Board is to function effectively and if the school is to have the benefit of the talents of the Board, we will have to

Mrs. Roger Stone - 5

September 6, 1962

work as a group of friends dedicated to the same purpose and we should avoid dealing in personalities. I have no knowledge of what you describe as a "kitchen cabinet," and it is not my understanding that individual Board members are expected to support you personally or anyone else. They should, I believe, listen to the data presented to them for consideration, discuss it fully, and reach decisions based upon their individual and collective best judgment. Obviously, there will always be instances when unanimous agreement could not be expected. In such cases, the democratic process would come into play and the majority vote would prevail.

I can only agree with the thought that the Board would wish to support the objectives of the school and the principles upon which it was founded. Interpretations may vary in the light of changing circumstances, and I think you will have to agree that at a very early stage, the principle that the school should train rural youth for subsequent activities in their own communities seemed impractical and was not followed. I think rather that the bulk of our graduates have found their way into governmental or quasi-governmental positions and believe that this course was inevitable. The Trustees must continue to assess the situation in terms of reality and make the judgments they think are best for the long-range objectives of the school. I do not think that any Trustee, regardless of the length of association with the school, can be the sole interpreter of what the school's principles and practices should be. This would suggest that there is no need for a Board of Trustees which, I think, is contrary to fact. It is not, in my opinion, the responsibility of the Board to go along but rather to make policy to approve program and to support institutional leadership and faculty in their efforts to carry on the policies laid down by the Board.

In closing, I think I should say that recent communications, including your letter of August 30, have been quite frank and suggest a number of the points of dissatisfaction and criticism of Board members and action. I think every member of the Board would be most willing to have your state your position in the frankest terms possible whenever we are together. In return, I would expect that you would be glad to have any contrary opinions stated and that we would all agree that the majority opinion should finally prevail. As a preliminary, I am responding frankly to your frank letter. I am sure you will understand and accept these comments in the same spirit that yours have been accepted; namely, that we are all interested in the school, but may have different points of view with respect to individual issues. These, I am sure, can be worked out and reconciled through full discussion.

Sincerely yours,

J. G. Harrar

Mrs. Roger Stone
Apartado 1309
San Jose, Costa Rica

JGH:ja
Copies to Charles Stillman
John Weeks ✓

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Escuela Agrícola Panamericana

TEGUCIGALPA. HONDURAS

JbA	9/14/62		
J19			

August 30, 1962

APARTADO 1309

SAN JOSE, COSTA RICA

Dr. J. G. Harrar, President
The Rockefeller Foundation
111 West 50th Street
New York, N. Y.

Dear George:

If you remember, in January of this year I sent a strong radio referring to the dismissal of Paddock. The answer was wait until the Board Meeting in April. After his resignation was accepted I asked that he go immediately which was not followed out. Almost irreparable damage has been done to the school which will take years to remedy.

After the April meeting instead of keeping expenses at a minimum, he raised our debt to the Fruit Company so that now we owe them \$35,000, a picture I shall elaborate on further.

Regarding money, we can save on the school's operating expenses beginning immediately with the following:

Present examination system costs roughly \$5,000. With the way this is being handled now in Costa Rica and in Honduras, and should be instituted in other countries, the graduates are doing the work which allows for better selection of the boys and eliminates most of the \$5,000 presently spent. It would not be unreasonable to say that this \$5,000 could be reduced to \$1,500 which would be the travelling expenses of the man who gives the examinations and an ad or two in the press.

The closing of the New York office would immediately save \$10,200 a year not counting incidental expenses which must have run high at one time or another.

Escuela Agrícola Panamericana

TEGUCIGALPA, HONDURAS

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APARTADO 1309
SAN JOSE, COSTA RICA

Labor saving in 1963 due to the reduction of the number of laborers employed, \$10,000.

Travelling on the part of the Director, which has been excessive: a saving of \$5,000 a year can be immediately effected. Of course this year our deficit was automatically increased by \$10,000 by the Director's severance pay.

Our total income for 1963 is \$332,000. That is \$50,000 less than 1962. According to the items above mentioned, we can effect an immediate saving of \$30,000 which means that our budget with this saving will be \$351,800. You will note that the Director's severance pay is not included in this budget as it is non-recurring. In other words, if Dr. Pulsifer and Dr. Popence can find ways and means of reducing our fixed expenses without sacrificing quality, it should not be a big job to get our expenses in line with the money available.

This year, 1962, our total expenses will be \$459,000 which gives us a net deficit of \$77,000. In this is included the \$35,000 owed to the United Fruit Company. \$17,000 of this was contracted after the April meeting, indicating that Dr. Paddock paid no attention at all to anything that was said there.

Roger and I have just come back from visiting the EAP. Its actual state is incredible. Out of the sixty cows in the milk herd only 40 are producing. The reason is that the bulls were sold or died, as the idea was the school was so modern that artificial insemination was the answer. The electrical apparatus which kept the semen broke down and of course the one poor existing bull, who is really too old and is being fed on hormones, could not do all the work required. Who in the world has heard of Latin American farmers only using artificial insemination! We spoke to the Ambassador and investigated the \$114,000 grant from the U. S. government and found it is good until 1964 and that we can transfer by requesting sums for a

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TEGUCIGALPA, HONDURAS

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SAN JOSE, COSTA RICA

given purpose to a different purpose. Bulls are absolutely essential. Boys who are studying farming must know how to handle them, so we have made a request for money to buy three bulls. It appears best to wait on spending the money on many of the other items as any work we undertake at this moment means extra expense in upkeep and we should get on our feet first.

There are certain essential things such as more water. This has never been taken into consideration but we must have it with the way the school has grown and the need for this vital substance for both the buildings and agriculture itself. Water means a well which costs money.

The physical appearance of the school grounds was terrible. For instance, I had to order the grass to be cut and I might mention in passing that the burned coyol palms, which were burned on purpose, should be removed as they look like ghosts and are in danger of falling, but this costs money.

One of the most awkward situations is that Paddock signed an agreement with the Director of the "Centro Universitario de Estudios Generales" of the University of Honduras regarding a plan of studies which would transform the EAP into the faculty of Agronomy of the University. I have a photostat of this plan. Paddock sent a copy of this to Chico de Sola who has never mentioned it to me. Luckily we arrived in time to discourage future procedure. The tragedy is that the idea is in the head of the University and what is worse, Paddock told the University representatives "Don't tell Doris Stone", and insisted that the plan be in effect before July 31st because he was leaving on August 1st. One of the things the University did not like was the amount of field work at the school. The agreement called for our graduates to receive from the University the degree of "Ingeniero Agrónomo" or "something similar". A great deal of bad feeling has been caused by Paddock's statement to University officials and government officials that the Hondurans were not well enough prepared to enter the EAP. This is, of course, against our own charter and

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TEGUCIGALPA, HONDURAS

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APARTADO 1309

SAN JOSE, COSTA RICA

from the President of the republic down, people are annoyed. In a conversation I had with the President and his private secretary (this is the man with whom I talked by telephone in January) it came out that the Hondurans who can afford a "bachiller" go to the University and that the school had filled a very important place for the bulk of the country but now is not living up to its charter. In truth, we are having difficulty getting Honduran students and I feel we are betraying the very purpose of the school as well as putting ourselves in a serious position. Our charter says that the school was primarily set up for Hondurans.

Public sentiment throughout nearly all of Latin America, as well as the deliberations of this Board, have demonstrated clearly that the school should continue along vocational lines instead of attempting to break into the university class.

We have accepted in the last few years many boys of the wrong kind due to the zeal of the Director to place the school on a university level. The result is that the student body has developed in part into a typical Latin American student body which expects to dictate school policy instead of conforming. Many of those for whom the school was designed were automatically eliminated because of the new academic level. Two cases in point are the 19 not even considered from Guanacaste, Costa Rica, and the fact that all Hondurans of the 1961 graduating class were eliminated.

George, you have been intimately familiar with our school almost since its foundation. Many times you have expressed your approval of the kind of training we were giving. Your belief in the objectives and program of the school became manifest when you accepted membership on the Board of Trustees.

Fortunately, we are now in the position where the wishes of the Board can and will be carried out. The school has lost much ground in the past five years. It was great before then. The real problem with the EAP

Escuela Agrícola Panamericana

TEGUCIGALPA, HONDURAS

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APARTADO 1309
SAN JOSE, COSTA RICA

today is not money. It is common sense. There are too few who understand the basic problems. We have before us a long uphill road to recover this lost ground. The first step in that direction must be unanimity of desire on the part of all members of the Board. Working together, we can again make the Escuela Agrícola Panamericana an extremely valuable institution for the preparation of technically and practically trained young men, qualified to rise to high positions in the service of their governments, and as farmers. Some of our Board members have the school confused with the United States and its academic problems such as those which have occurred at Amherst, etc.. I am fed up with this and with the little kitchen cabinets that have taken place.

There is a group on this board, namely Cabot, May, and Stillman, who have not supported me because they felt that I was out to get Dr. Paddock, so the school took a beating.

Such a thought is repulsive to me. I, who was present at birth of the EAP which was created and implemented by my father, cannot understand how anyone could think that I would stoop to get rid of someone on personal grounds and sacrifice the school, sacrifice something for which I have labored for twenty long years and am proud of!

The day before our April meeting, my husband I were invited to have lunch with Cabot. He was the delegate of a group who were actually waiting to hear the outcome of our luncheon meeting. He said in so many words that "they" had no confidence in me. This same group were waiting to hear from Cabot after lunch. This sort of kitchen cabinet operation is intolerable. If an important segment of the board have no confidence in me, I will not continue to be the scapegoat for what is happening and what is taking place at the school due to the various factions that are tearing the school apart. I and my husband have been associated with various institutions

Escuela Agrícola Panamericana

TEGUCIGALPA. HONDURAS

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SAN JOSE, COSTA RICA

and no such situation has existed in any of them, and never did in Zamorano until November a year ago. No institution nor business can operate where there are such strong factions against one another.

Supporting any one person or group of persons is not the issue. It is a question of supporting the basic principles of the school which have proved so successful over the years. I suggest, therefore, that any members of the Board who do not feel that they can wholeheartedly go along with the program laid down by the founders of the Escuela Agrícola Panamericana resign.

Incidentally, George, there is nothing secret in this letter. Again, many thanks for your interest and help.

Very sincerely,

Doris Stone

Doris Stone

Blind copy: Mr. John W. Weeks

Escuela Agrícola Panamericana

TEGUCIGALPA, HONDURAS

April 9, 1962

APARTADO 1309
SAN JOSE, COSTA RICA

Mr. Thomas D. Cabot
Cabot Corporation
125 High Street
Boston, Mass.

Dear Tom:

I have just received your letter in answer to my memorandums. I must say that though I appreciate the spirit in which it was written I do not understand some of your comments. It is true that "the world advances, etc." ^{But} We still need high schools and vocational schools and we cannot hope to have these give a B.S. I have not read that Andover or Exeter are giving a B.S. Zamorano was set up to be a vocation school. It has done a marvelous job as a vocational school and there is a great need for a vocational school in Latin America. There is no need for an institution of higher learning. There are too many now. We are filling a necessary gap. Somebody has to do it.

You say that "The Director should be responsible for operations, and supervised by periodical review of performance as a whole, not day to day harrassment." As the school has been operating in the last five years there is little evidence that the Director has been capable of keeping the school on an even financial keel. We had a statement at the end of January that we were living within our budget. Last month we got a statement that we owe \$40,000, and we are now asked for raises in salary. We have not the money to pay our bills. In other words we have to have a Director who is realistic enough for the running of a stable business.

Mr. Thos. D. Cabot

-2-

April 9, 1962

You say that you are unhappy because you may have done your friends a disservice by asking them to make contributions to the School. Tom, we have been unhappy for a long time about funds that we have solicited and received and, therefore, have had them earmarked only for endowment purposes, not for bill paying.

Zamorano finds itself this year with only two students from Costa Rica, even though there were more than 200 examinations given in this country. A large number of them were passed but those who received the top grades and were elected were not interested in Zamorano in the first place. They wanted to go to a university. So those who we want in the school who come from the rural areas and who passed the examination lost out. The purpose that the school was designed for was overlooked completely. Can we afford to leave the running of the school up to the Director? We have got to set the policy and see that it is enforced. Too many things we have decided at the Board meeting have never been carried out. I hope that you will see fit to support me in the things I want that will be discussed and presented at the Board meeting later this month. Tom, Henry Clay said "In union there is strength". There is no union at the school or among the Trustees. We must get together before it is too late.

Very sincerely,

D.S.

Doris Stone

cc: Dr. J. W. Reitz
Dr. J. G. Harrar
Dr. Stacy May

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Y

CABOT CORPORATION
125 High Street
Boston 10, Mass.

4 April 1962

Mrs. Roger T. Stone
Apartado 1309
San Jose, Costa Rica

Dear Doris:

While away in Europe, I received a copy of your note asking me to register my position in advance of the April meeting with respect to accepting the resignation of Bill Paddock. I didn't reply because I wanted to answer more fully than a mere yes or no.

I admire Paddock. I think he has done great things for the School, and I think it unlikely that we will find another man as good. I am inclined to think he is right in wanting to raise the level of the curriculum. The world advances. In this country men whose fathers had only a high school diploma must have an A.B. for equal status, and men whose fathers had an A.B. must have graduate school degrees.

But my opinion in the above matters is tentative and not very important, and I have great respect for your judgment and for the judgment of other trustees on these matters.

My opinion as to proper organization and procedure for a school is not tentative. I don't look on the director or any faculty member as an employee to be picked up and discarded by the trustees at will. The strength of an institution such as ours is not just the trustees. Like a three-legged stool, it rests equally on the faculty and administration on the one hand, and on the student body and alumni on the other. Unless we have the support of all three groups for our educational policies and for our director, we will have a weak institution. I submit

that in changing the orientation of educational policy, the views of the faculty and administration and of the alumni are just as important as, and probably based on better information than, the views of the trustees.

I feel that the trustees are as much the servants of the other two groups as the others are servants of the trustees, and that it is very important that the director and faculty not be treated as servants. The trustees serve the school and can be of great help in getting it outside support and in assuring continuity. I do not deny that the trustees or the members of the corporation have the ultimate authority, and that they also have a very important duty in finding a new director when needed. A director having been found, I don't feel that trustees should concern themselves with second-guessing operating decisions. The director should be responsible for operations, and supervised by periodic review of performance as a whole, not by day to day harassment.

If your conception of the function of the Board is substantially different from this, I cannot serve under you as Chairman, despite my respect for you as an individual.

Now to answer your question, I think we have little choice. I haven't talked with Bill Paddock, but I imagine he feels it would be hopeless to regain the confidence of the whole Board and that, despite his confidence in himself, it would be a disservice to the School for him to attempt to carry on as director. I faced a somewhat similar decision in 1948 and am very thankful that I decided it as I did.

I am very distressed that the decision comes as it does, and I hope the transition can be made with as little damage to the School and Bill Paddock as possible. To this end, it would be far preferable to have a new director and a new job for Bill announced simultaneously before the change becomes widely known among the faculty, alumni and friends of the School. I am afraid it is already too

late to accomplish this, but we should try. Probably in view of the short time until our meeting and the knowledge of our problem, we will have to name an acting director.

Because I regard the director's function as a very important one, I am particularly unhappy that the question of the school's orientation and educational policy arises at the same time, and I don't feel we should press for decisions until we have a well-considered view from a new director.

I am also very concerned that this comes up just as we had launched a program for public support. I feel that I may have misled my friends who have contributed, and that we have wasted time, money and energy in a drive which must be held in abeyance until we know where we are going.

Immediately we are faced with the very big job of recruiting a new director, capable of creative leadership. This must be a man who will instill confidence, especially in the faculty and students. I think this would be easier if he is North American, but this is a tentative opinion and not based on any survey. It seems to me the task of finding a man might well be given to the Academic Standards Committee, for I would rely heavily on the judgment of Harrar, May and Reitz in this matter.

I am taking the liberty of sending copies of this letter to the aforementioned.

Yours very sincerely,

/s/ Thomas D. Cabot

TDC:evv

DIRECTOR

CHARLES L. STILLMAN
TIME & LIFE BUILDING
ROCKEFELLER CENTER
NEW YORK 20

April 3, 1962

Dear John:

I thought you would be interested in my reply to Doris Stone. I am also attaching a copy of George Harrar's letter dated March 1 and believe I sent you a copy of Stacy May's reply.

Sincerely,

Mr. John Weeks
Central Aguirre Sugar Co.
140 Federal Street
Boston 10, Mass.

April 2, 1962

Dear Doris:

This is being written in Antigua on March 20th, and if I can get it typed (I have none) I will despatch it by courtesy of Whiting Willauer by hand.

I have read the responses made to your note of February 21st by Stacy May and George Harrar. I agree with their reactions and wish to add the following:

1. I am happy to remain as a Trustee of EAP for a further term of one year or as much longer as you and I feel I can be of service.

2. As Chairman, shall we say pro tem, of the Steering Committee of the Development Program, we have all worked hard to define, with the help of professional advice (M & L), what the institution is all about. This is embodied in the printed literature we have developed. This literature may or may not be out of date depending on who the new director turns out to be, as well as further rounds of discussions among the Trustees and the new director.

3. No matter who the new director may be or what new entrance requirements and procedures may ensue, the literature must properly and honestly reflect these decisions and be brought up to date, which cannot be done until a new permanent director (or headmaster) is on the scene to participate in the discussions and sign up for the new statement of purposes and objectives.

As sub headings under this, if we are not to cut back but go forward enlisting public and private support, we must have more, not less, organization. You have rejected Fisher and Montealegre at least for the time being. If the Trustees believe in more public and private support which is necessary in whatever the amount to institutionalize EAP as opposed to a private school instead of a Fruit Company school, more, not less organization, is necessary in both the U. S. and in Central America.

The new director must understand this and we must all understand it together. A Board of Trustees such as you now have will not long serve any private domain.

h. Meanwhile, the Development Program may be regarded in a state of suspended animation. We are answering the mail, sending out brochures on request only, the little office and Miss Perez remain, awaiting developments.

The catalogue is also being held up with type standing, awaiting further orders.

Sincerely,

Ch Stielman

Mrs. Doris E. Stone
Apartado 1309
San Jose, Costa Rica

cc: Stacy May
George Harrar

John Weeks
T. D. Cabot



March 19, 1962

Mrs. Doris Z. Stone
Apartado 1309
San Jose, Costa Rica

Dear Doris:

Will you please acknowledge receipt of my letter
of February 10th concerning my resignation.

Thank you.

Sincerely yours,

Wm. C. Paddock
Director

cc: Board of Trustees



February 10, 1962

To: Mrs. Roger Stone, President, Board of Trustees
From: Wm. C. Paddock, Director

A handwritten signature in dark ink, appearing to read "Wm. C. Paddock", written in a cursive style.

Subject: Resignation as Director and Trustee

On July 28, 1962 I will complete five years at the Escuela Agrícola Panamericana.

These past years have been great years. No one could have asked for a better challenge. I feel I have succeeded. Someone else can very well handle the basic refinements still needed. I do not wish to belittle the great effort still ahead, but my personality does not thrive best on anything that might ~~xxxxxxx~~ resemble a status quo. However, if relatively we have reached this point--and I believe we have--I have made my five years worthwhile.

Therefore, I have decided to submit my resignation as Director and Trustee of the Escuela Agrícola Panamericana effective July 28, 1962.

Nothing I have ever done has taken the effort as has the writing of the preceding sentence. Maybe I have never so fully realized how much I have loved this work and this School. In leaving, I want only the interests of the School to dominate the manner of my resignation. Arranging for a new Director may or may not be a problem. In any event, you are assured of my enthusiastic cooperation.

I have told no one of my desire to resign. Thus, I have no future plans at this time. If, then, some condition arose in which the Board would feel the School would benefit by a reasonable alternative date for my resignation to become effective, it is quite possible it could be arranged. I shall await word from you on the time and manner you wish my resignation to be announced to our faculty.

There is no School in all of Latin America with the potential of ours. May each Trustee always feel the great potential this institution must live up to.

The Board, each member, no exceptions, ~~has~~ given me inestimable help these past years. I'm leaving with nothing but a feeling of satisfaction and gratefulness to all who have made this experience possible. Somewhere in my future there should be many opportunities to show you and the Escuela Agrícola Panamericana the appreciation I feel.

I look forward to seeing you at the Board's April meeting.

cc: Board of Trustees

A handwritten signature in dark ink, appearing to read "Mr. Weeks", written in a cursive style.

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P
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March 9, 1962

Mrs. Roger T. Stone
Apartado 1309
San Jose, Costa Rica

Dear Doris:

Your memo of February 26 asks that the several Trustees, register their positions re the acceptance of Dr. Paddock's resignation.

Although I am unclear as to whether or not any formal action by the Trustees on this matter can be taken through a mail canvass of this type, I can understand your wish to know the Trustee consensus in advance of the April meeting.

I can register my own conviction that there is no alternative but to accept the resignation as offered. I therefore agree that it would be a waste of time to devote any considerable portion of the April 25 Trustee meeting to a debate on this, unless other Trustees should insist, although I should think that formal action on the matter would have to be recorded at the meeting before it was appropriate to divulge publicly that a change was to be made at the end of July.

I agree, also, that steps should be inaugurated to explore potential candidates for EAP director, though I think that care should be taken to avoid premature public knowledge of the impending change before formal action to accept Dr. Paddock's resignation has been taken. I believe that we should give very careful thought to the timing and form of such announcement, and that it would be helpful if we were in a position to announce his successor simultaneously.

I am not entirely happy about the suggestion that, we should aim at naming an Acting Director, who might later be named Director after a trial period. This well may be the best that we can do, but caretaker arrangements of this type often result in marking time rather than making progress, and I am not sure that the calibre of man we should seek would be attracted by such an arrangement. A possible alternative, of course, would be to find someone who would serve as Acting Director with the understanding that an active search for a new Director was to proceed.

To give proper direction to a search for a Director capable of bringing to EAP the most fruitful leadership, will require, in my judgment, a clearer and more coherent statement of the School's purpose and direction than I have been able to absorb from my contacts with it to date. I hope that you will bear with me if I expand upon this a bit, partially at least in the interest of clarifying my own thoughts on this matter.

I shall begin by saying that I do not think that the minutes of the Trustee's meeting of November 20 -- as they appeared after being revised -- correctly stated the position I expressed there as supporting the thesis "that the authority for raising or lowering the academic standards of the School should be in the hands of the Administration, namely the Director and the faculty." I did urge them, and I should continue to urge, that the Trustee function of determining the academic orientation of an institution (and particularly the evolutionary reorientation of a going institution) should give very serious and respectful consideration to the judgment of the other organic elements in the complex for which they are responsible -- the administration, faculty, and even the alumni and student bodies. From my past experience with academic institutions, I would add that I have never known one to make very inspiring or imaginative progress in the absence of such collaboration.

With respect to EAP, I can honestly state that I have no dogmatically rigid conviction as to what would constitute the wisest definition of its future orientation. I do not even feel that I have a very firm grasp of what the consensus of Trustee opinion is about this, if indeed there is a consensus. Very frankly, it seems to me that the discussions in which I have participated have oversimplified the real issues without really coming to grips with them. They have concentrated on whether or not academic accreditation should be sought and on what terms, whether or not the entrance requirements were too high, whether or not the curriculum should be described as of "college" or vocational" level, whether student tuition charges should be raised, maintained or lowered, and like questions.

I honestly do not believe that such questions can be intelligently resolved until there is a clearer agreement than I, at least, have been able to sense upon an EAP role that is likely to make the most useful contribution to Latin American agricultural education as it exists now and appears to be developing.

Let me try to list a few of the ingredients that seem to me to be relevant to such definition:

1. I gather that one of the early concepts upon which the school was founded was that it would provide sound training -- practical and academic -- that would prepare students to be efficient proprietors of modern, prosperous family-type farm enterprises. From such evidence as I have seen, only a minor fraction of EAP graduates has entered into this career.

It is conceivable, of course, that conditions have so changed in the areas from which EAP students are drawn, that training of this focus might be a more realistic goal for the future than it proved to be in the past. However, before accepting this as a major, present goal I think that we should be presented with evidence to support the hypothesis.

2. There have been strong representations by EAP Administration, faculty, students and alumni, that for the government service posts into which most EAP graduates have been drawn, the lack of a recognized degree imposes a definite handicap on eligibility status, remuneration, and advancement prospects.

I do not believe that this is by any means a conclusive argument for a decision to grant either a (U.S.) B.S. or a (L.A.) I.A. degree. But I do not think that the representations should be discarded as inconsequential or wicked.

We would first have to know the costs, and just what was involved in meeting either requirement. How much more time, if any, would be required; what changes in curriculum would be necessary; would or would it not force material curtailment of the practical work experience that everyone connected with the School is convinced should be maintained; would certification, if obtained, remedy the alleged discrimination, or would it be likely merely to elicit new definitions preserving the advantage of indigenous, national university graduates? Questions of this type would have to be carefully appraised -- not merely speculated upon -- before a decision is reached, but I believe that they should be thoroughly and objectively investigated.

3. Finally, I feel the need for a far better basis than I presently have for appraising possible alternative evolutions in EAP aims and procedures in terms of their likelihood to provide constructive leadership and accomplishment in a rapidly changing Latin American scene. I know of certain movements now under investigation for regional collaboration in Central American education, and I think that the possibility of EAP having some share in this should be explored. Similarly, I think that exploration should be made of the prospectively larger U. S. resources that may be available for agricultural education under the Alliance for Progress program.

We might find that such possibilities would alter considerably our perspective of what kind of program the School might undertake with prospect of being able to achieve a high level of performance -- a consideration that I know weighs very heavily with a number of EAP trustees as it does with me.

I can sum up by saying that I am doubtful that any rigidly defined formula -- drawn from past definitions or improvised now -- would be likely to serve the end of assuring the most useful role that the School might serve. Rather than hazarding a Trustee definition that said: "This is the particular group of boys we want to recruit, this is the training they are to be given, these are the jobs for which they are to be trained now and for the indefinite future", particularly if there were

no assurance that such definition would command the enthusiastic support of the faculty, students, alumni and of Latin American officials and educators, I think that we would do better to state the kind of a program we have and our intention to forward to the best of our ability its progressive adaptation to meet such Latin American needs as it might most effectively serve.

On this basis, I think we might have a good chance of recruiting a new Director capable of supplying the type of creative and imaginative leadership needed to carry out this purpose, of enlisting the requisite collaborative support, and of commanding the confidence needed to secure Trustee concurrence and validation.

I recognize that other Trustees may have a different and far more lucid concept than I have, of the direction which the School program should take. I am very aware of the thinness of this formulation of my own gropings that embrace three parts puzzlement to one of assured conviction. I have set it forth chiefly to elicit the better-informed comment that I badly need to help me gain a firmer perspective.

Sincerely,

Stacy May

March 1, 1962

Dear Doris:

As you say in your handwritten letter, Bill has now resigned, and I do not believe there should be any obstacle to his departure in July as he has suggested. However, since July is not too far away, I think we will have to mount a successful effort to find a qualified successor as rapidly as possible in order that there should be no or a very little gap between his departure and the assumption of responsibility by a new director.

I do not know what Bill may have said to his faculty, but understand that he has said nothing thus far. I would think, therefore, that when Board action has been taken, that an appropriate announcement be prepared by the secretary on instruction from the Board stating the action which has been taken in response to Bill's voluntary decision to resign expressing Board appreciation for the services to the School during his period of tenure and announcing the name of the new director and the date upon which he will assume his duties, if this is possible. We may, of course, have to name an interim or acting director if we can not act promptly in this regard.

If we knew exactly whom we wanted for a replacement, and he was at once available, I would agree that we should give Bill his release at his earliest desire and convenience, following the April Board meeting. I doubt that we could ask him to leave on a specified date and I think that we would all agree that he is at least giving us a reasonable period of time to look for a successor if it takes that long. If we can move more promptly I am sure he will be perfectly willing to depart from Zamorano sooner especially since he would be protected salarywise until an agreed upon date.

I would assume that the Board will be quite willing to have the Academic Standards Committee investigate any and all candidates who might be suggested, as well as to identify others who are thought to be qualified. Once the Committee has made up its mind and is prepared to make a recommendation to the Board, I would think that the rest of the Board would be prepared to accept and appoint the new director. Since this situation is not covered insofar as I know, except possibly under authority given to the full Board or the Executive Committee, I would assume that we should clear the details in April. As of the moment, the only names that have come to my attention are the three that you have mentioned and I know that you do not think that Dr. Pulsifer quite fills our requirements. Would it not be wise to send each Board member a curriculum vitae of Mr. Cloward and Dr. Volio if you want them to be considered? Perhaps it would be wise at the same time to circulate the Trustees and ask them to put any nominations that they may have before us for consideration. This could be done by writing Secretary Weeks and asking him to have copies distributed to each Trustee.

I hope these comments may be helpful.

Sincerely yours,
J. C. Harrar

Mr. John W. Weeks

Escuela Agrícola Panamericana

TEGUCIGALPA, HONDURAS

February 26, 1962

APARTADO 1309

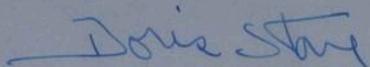
SAN JOSE, COSTA RICA

M E M O R A N D U M

To: Members of the Board of Trustees

From: Doris Stone

We have all received the resignation of Dr. Paddock. Due to the fact that the November meeting was so lengthy and we are pressed for time with many administrative problems, I am asking you as a Trustee if you are in favor of accepting Dr. Paddock's resignation. Would you kindly write me your wish. If there is a majority in agreement then we can proceed immediately to look for a new director. I feel that such a person should be named Acting Director with the stipulation that if the Board is satisfied with his efforts after a fair trial, he will be named Director.



Doris Stone

P. S. The April meeting has been changed to the 25th instead of the 24th.

Rec'd 1/19/62

January 3, 1962.

Mrs. Roger T. Stone,
Box 1309,
San José, Costa Rica.

Dear Doris:

George Harrar sent me a copy of your wire of December 22 which must have been an unpleasant task. I hope to talk to George during his visit here but, meanwhile, wanted to write my impressions. Not having received any copy of the November meeting minutes, I don't know what transpired there.

I agree with your philosophy that Bill in the circumstances should not be too heavily burdened with money raising. However, I think it would be most unfortunate at this stage to ask for Bill's resignation. I can quite understand your feelings re the incidents you mention but, weighing the risks and alternatives, feel that Bill should carry on at least until the financial base of the school is established.

The fact that all the Hondurans in 1961 flunked out or left is, after all, their fault and not the School's and I believe there are several Hondurans in the next graduating class, including several good ones. I may be wrong but I doubt that the Government of Honduras would cut off its nose to spite its face by intervening the School.

I would also be reluctant to call a special board meeting unless a majority of trustees are so-minded since a special meeting could only mean one thing and might precipitate the resignation which I frankly think would be unfortunate at this time.

In short, I don't think the time is right for drastic action, I think you and others (CLS, JGH, and perhaps GPG) can check the Honduran report and reactions locally, and I would be tempted to ride until April unless a strong contrary sentiment arises.

With best wishes for 1962 and kindest regards.

Yours sincerely,

G. E. Putnam, Jr.

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John W. Wink
Call by wire Susan &
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for 6th man

John
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etc. recalled
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of Doris
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John
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the day after
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dictated.

Escuela Agrícola Panamericana

TEGUCIGALPA. HONDURAS

August 7, 1961

APARTADO 1309
SAN JOSE, COSTA RICA

MEMORANDUM

To: Members of the Board of Trustees

From: Doris Stone

This letter from one of our Board members, Mr. Galo Plaza, is very important, and on the advice of the Chairman of the Academic Standards Committee I am sending it to all the Board. I would like to have your individual opinion on this matter. This is basically a policy matter with which the entire Board should be concerned. To quote from Dr. Reitz: "It is, in fact, the most persistent policy matter with which we seem to have the greatest difficulty in obtaining a clear understanding between the Board and the administration of the School."

Please let me hear from you.

Doris Stone
Doris Stone

encl.

C
O
F
Y

AVENIDA 6 DE DICIEMBRE 1300

QUITO, ECUADOR

July 20, 1961.

Mrs. Roger Stone
Apartado 1309
San Jose, Costa Rica

Dear Doris:

I now have almost definite plans to be in New York in November so as to be at the meeting of the Board on the 20th.

Young Frank Bendaña, a distinguished graduate of the School, now working on his doctorate at the University of Florida, has come through Quito. He has been entrusted with a task of selecting new students for the School. He gave me first hand information on what he knew about the July 7-10 meeting at Zamorano.

I am not too happy on the new system for recruiting students; we discussed that with him. It seems that he is supposed to visit the high schools, talk to the graduating class, then receiving examinations and finally interviewing all those that have taken and passed the examinations. He can't possibly visit all high schools and most likely his selections will be restricted to high schools in the larger cities. This would be in a way contributing to that mayor problem in Latin America by which everything possible is done for people in the large centers of population and very little for those in small towns and in rural areas. All this promotes the constant movement from the country to the large cities. To remedy this situation, I have suggested that he notify all those interested, from anywhere in a country, when he will be in the nearest city, so that all will have an opportunity to take the examinations.

Far more important than this comment is another basic departure from Popenoe's philosophy that has me quite worried. Now all students must be high school graduates, which makes Zamorano an institution at college level. In the past it was a vocational school that took in those that successfully passed the entrance examinations regardless of his previous schooling. In the old times, the best students, and these were usually those that had had a better educational foundation - many of them high school graduates, had the opportunity to go to Florida for 2 years for a B.S. Now, outstanding students, all of them high school graduates can get a college degree in the States after one year of studies. Some of these boys are really first class material and continue their studies toward a master's degree. It seems to me that those

that have had two years of undergraduate studies in the United States are better prepared to take advanced studies, than those that only study one year. I am afraid that in the second case many might have to take another year of studies before qualifying for post graduate work in which case the previous system is much better.

If you look at the report from Florida of the Zamorano graduates you will find that those that went there under the new system had poorer grades than the others.

I have wondered if not had it been better to be an outstanding and unique vocational school or a less than average agricultural college if we compare our institution with colleges or agriculture in the United States.

I always had great respect for the original philosophy set-down by Popencoe, which accounts for the many questions I have concerning the new era at the school.

I do hope we will have an opportunity to bring up all these matters at the coming meeting in New York.

With best wishes,

Sincerely,

/s/ Gale Plaza

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CABLEGRAM

W. P. MARSHALL, PRESIDENT



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SENDER MUST SPECIFY ROUTE
MARK "W. U. CABLES" HERE

BOSTON, MASS.
DEC. 27, 19 61

To MRS. ROGER STONEBOX 1309, SAN JOSE, COSTA RICA

Via "W. U. CABLES"

REFERENCE YOUR CABLE DECEMBER 22 TO DR. HARRAR I FEEL MATTER OF
THIS IMPORTANCE REQUIRES BOARD ACTION STOP SUGGEST WE CONSIDER
ACTION AT ANNUAL MEETING AS SPECIAL BOARD MEETING DIFFICULT TO
ARRANGE

JOHN WEEKS

Copy to Hamer

Send the above message subject to the conditions, rules and regulations of The Western Union Telegraph Company set forth in its tariffs on file with the Federal Communications Commission.

December 27, 1961

Mrs. Doris Z. Stone
Box 1309
San Jose, Costa Rica

Dear Doris:

In respect to a copy of your long cable of December 22nd to Dr. Harrar, I have just cabled you the following:

REFERENCE YOUR CABLE DECEMBER 22 TO DR. HARRAR
I FEEL MATTER OF THIS IMPORTANCE REQUIRES BOARD
ACTION STOP SUGGEST WE CONSIDER ACTION AT ANNUAL
MEETING AS SPECIAL BOARD MEETING DIFFICULT TO
ARRANGE

Needless to say, a problem of this gravity should be solved as wisely as possible, and it is my feeling that the decision should be thoroughly aired and decided upon by the Board of Trustees. Due to the difficulty in trying to arrange an impromptu special meeting of the Board, I would strongly favor taking up the matter at the regular annual meeting.

In connection with the meeting, I am still waiting for your decision on the date, so as to be able to advise the Board. For your information, according to the By-Laws, the Members annual meeting should be held the second Tuesday of May, although the President may designate any time between April 15th and May 15th. Meetings of the Trustees should obviously coincide, for convenience sake, with the date set for the annual meeting of the Members of the Corporation. I await your early reply to this question.

With best regards,

Sincerely yours,

JWW
John W. Weeks
Secretary-Treasurer

JWW:jmd

The Rockefeller Foundation

111 WEST 50th STREET, NEW YORK 20

OFFICE OF THE PRESIDENT

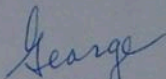
CABLE: ROCKFOUND, NEW YORK
TELEPHONE: COLUMBUS 3-8100

December 22, 1961

Dear John:

At the request of the President of the Board of Trustees of EAP, I am sending you herewith a copy of a telegram which I received this morning. Please send your reactions and comments directly to Mrs. Stone (Apartado 1309, San Jose, Costa Rica) with a copy to me. Although Mrs. Stone did not so suggest, I would think that a special meeting of the Board should be convened if we have to consider a matter of this gravity before the next regular meeting of the Board.

Sincerely yours,



J. G. Harrar

Mr. John W. Weeks
Central Aguirre Sugar Co.
140 Federal Street
Boston 10, Mass.

JGH:ls

Enclosure

1961
COPY OF A CABLE RECEIVED ON DECEMBER 22 FROM MRS. DORIS STONE TO
DR. J. C. HARRAR ^

THIS IS HARDLY A MEMORANDUM TO WRITE AT THE END OF THE YEAR BUT IT IS VERY URGENT AND PROBABLY FOR THE BEST THAT THE NEW YEAR STARTS WITH A CLEAR UNDERSTANDING. AS PRESIDENT OF THE BOARD I FEEL IT IS MY DUTY TO PLACE THE FOLLOWING BEFORE YOU. I HAVE JUST BEEN ADVISED BY A FRIEND THAT THE PERSONAL SECRETARY OF THE PRESIDENT OF HONDURAS TOLD HIM THE FOLLOWING:

THE GOVERNMENT OF HONDURAS IS NOT AT ALL PLEASED WITH THE WAY EAP IS BEING RUN. THEY WERE VERY UPSET AS WERE MOST PEOPLE, THAT NO HONDURANS WERE IN THE GRADUATING CLASS THIS YEAR. THE GOVERNMENT OF HONDURAS IS DISTURBED THAT THE TYPE OF ENTRANCE EXAM AND STANDARDS FOR ENTRANCE ARE SO HIGH THAT FEW HONDURANS, PARTICULARLY THOSE WHO NEED THE SCHOOL, CAN COMPETE. THE GOVERNMENT OF HONDURAS DOES NOT LIKE THE DIRECTOR'S MANNER OF HANDLING LATINIS. MY FRIEND FELT FROM THE GIST OF THE CONVERSATION THAT THERE MAY BE GOVERNMENT INTERVENTION IN THE AFFAIRS OF EAP. NOW, HE COULD NOT SAY, BUT THERE ARE WAYS. NONE OF THIS SHOULD BE NEWS TO YOU. IT HAS BEEN BUILDING UP FOR SOME TIME AND WE HAVE DISCUSSED AT BOARD MEETINGS MANY OF THESE ITEMS. MY PRESENCE ON THE BOARD HAS UNDOUBTEDLY INFLUENCED THE HANDS OFF POLICY OF THE HONDURAN GOVERNMENT UP TO NOW. I SHOULD LIKE TO REMIND YOU THAT AT THE GRADUATION OF 1960 THE DIRECTOR SERIOUSLY OFFENDED THE AMERICAN AMBASSADOR AND THE RECTOR OF THE UNIVERSITY OF HONDURAS. I WOULD LIKE TO SEE THE DIRECTOR REPLACED AS SOON AS POSSIBLE BEFORE MORE DAMAGE IS DONE. THERE HAVE BEEN ENOUGH BLUNDERS WITH SCHOOL POLICY. WE CANNOT AFFORD MORE. THE POLITICAL AND DIPLOMATIC SIDE IS BAD ENOUGH. THE TAKING OF SCHOLARSHIP MONEY AND PUTTING IT INTO A LOAN FUND WITHOUT CONSULTING THE BOARD IS ANOTHER CASE IN POINT. THIS IS GOING FROM BAD TO WORSE. THE SCHOOL IS JUST ROCKING ALONG WITHOUT A DIRECTOR. PADDOCK'S MEMORANDA OF THE 4TH OF DECEMBER INDICATE THAT HE IS ONLY CONCERNED WITH RAISING MONEY AND UPPING THE SCHOLASTIC STANDARD WHICH WAS DEFINITELY WRITTEN OFF THE BOOK IN THE NOVEMBER MEETING. WHAT THE SCHOOL NEEDS IS A DEDICATED DIRECTOR. THE FAME OF THE SCHOOL WAS MADE BY POPENCE WHO NEVER LEFT EXCEPT FOR VACATIONS. MONEY RAISING SHOULD BE ENTIRELY IN THE BOARD'S HANDS. 1962 PRESENTS NO FINANCIAL PROBLEM. THE APPROVED BUDGET IS COVERED BY THE INCOME IN HAND. WHAT HAS BEEN RAISED WILL BE AVAILABLE FOR THE 1963 BUDGET AND IS SUFFICIENT NOW TO COVER THE REDUCTION

Digitized by the Hunt Institute for Botanical Documentation

IN THE UNITED FRUIT COMPANY GIFT FOR THAT YEAR. I SUGGEST THE ING. CLAUDIO VOLIO AS A REPLACEMENT. MR. VOLIO IS A COSTA RICAN AND AN AGRONOMIST FROM CORNELL UNIVERSITY. HE IS A FORMER MINISTER OF AGRICULTURE AND FOR MANY YEARS HE ORGANIZED THE PLANTING PROGRAMS IN TURRIALBA. HE ALSO WORKED FOR THE FAO IN ROME. IF MR. VOLIO SHOULD NOT BE AVAILABLE THEN MORGILLO, THE DEAN, OR DR. PULSIFER COULD BE ACTING DIRECTOR. I HAVE NOT BEEN SATISFIED WITH THE MANAGEMENT OF THE SCHOOL FOR SOME TIME. I CONSCIENTIOUSLY FEEL THIS IS NOT A MATTER TO BE POSTPONED UNTIL APRIL. PLEASE SEND COPIES OF THIS TO THE WHOLE BOARD.

DORIS STONE
San Jose, Costa Rica

DEPARTMENT OF STATE
WASHINGTON

July 1, 1960

Dear Mr. Putnam:

Secretary Herter has asked me to reply to your letter of June 1 in which you expressed your interest in obtaining assistance for the Escuela Agricola Pan-Americana under Section 400 (c) of the Mutual Security Act.

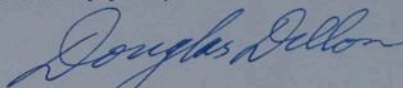
The Escuela Agricola Pan-Americana has been favorably known to the Department for many years, since it is the only American-sponsored institution of higher learning in Latin America. Also, many of its graduates have turned up later in influential government positions in countries all over Latin America and almost invariably reflect a friendly attitude toward the United States, a fact which is at least partly attributable to the influence of the school.

You may be aware of the fact that recently the Institute of International Education in New York was asked by the Department to have one of its education experts, Dr. Robert Barton, pass through Honduras on one of his missions to Central America, to look at the Pan-American School. Dr. Barton has now returned and has given us a very carefully documented report which is in the process of being studied both in the Department and in our Embassy in Tegucigalpa.

Should the school qualify under the U. S. Government's eligibility criteria for assistance to American-sponsored schools abroad, the next step would be to determine the availability of funds in 1961 for those schools. It is of course too early to know at this time what the appropriations will be for next fiscal year. I am not too hopeful, but I can assure you that the school's request will be given very careful consideration.

I appreciate your interest in the matter, and I regret that a more encouraging reply is not possible at this time.

Sincerely yours,



Under Secretary

Mr. George E. Putnam, Jr.,
Secretary-Treasurer,
Escuela Agricola Pan-Americana, Inc.,
67 Milk Street,
Boston, Massachusetts.

ESCUELA AGRICOLA PAN-AMERICANA, INC.

67 MILK STREET
BOSTON, MASS.

June 1, 1960

Hon. Christian A. Herter
Department of State
Washington, D. C.

Dear Mr. Secretary:

On May 27 the Escuela Agricola Pan-Americana submitted through the U. S. Ambassador in Tegucigalpa, Honduras, an application for \$221,700 under Section 400 (c) of the Mutual Security Act which deals with aid to American-sponsored institutions of higher learning abroad, the funds to be used to finance badly needed capital improvements.

The EAP is an independent agricultural college, organized as a Delaware corporation and located outside of Tegucigalpa in the Zamorano Valley of Central Honduras. It offers some 200 students from 16 countries in the area three years of what we believe to be the most intensive and highest quality agricultural education in Latin America. The College was founded in 1941 by grants from United Fruit Company which has generously supported its activities financially. For many reasons the Company, which has always regarded EAP as an independent institution, has decided that the College should be financially independent as well and has indicated to the Trustees that its financial contributions will be reduced by \$50,000 per year starting in 1960. The Trustees, none of whom is a representative of the United Fruit Company, are now actively considering the problem of finding additional independent support and already have made headway in this direction.

In its application, the EAP is requesting funds to finance capital improvements designed to reduce operating costs and to increase academic effectiveness. The Trustees believe that the program outlined will greatly improve their chances of raising the College's endowment to or near the point where the institution can live within its own income. Enclosed is a copy of the application which provides additional information including the names of the Trustees and details of the items requested.

On behalf of the Trustees, I write to express the hope that careful consideration will be given to our request, in the sincere belief that the job we are doing in Latin America is of prime importance and well serves the ends of American Policy in that area.

With kind personal regards,

Sincerely

George E. Putnam, Jr.
Secretary-Treasurer



February 17, 1962

To: Board of Trustees

From: Wm. C. Paddock

Subject: Review of four years, 1957-1961

The attached was written last summer in anticipation of a visit by Dr. George Harrar. Just prior to his coming, however, President Kennedy asked him to serve on a special committee. Thus, this review has been in my drawer the past eight months and has been shown to no one, since Dr. Harrar could not come.

It seems to me that it offers interesting background to many of our new members as well as to most of our old members. I therefore forward copies without updating this material to 1962.

In reading this material, it is wholly essential to realize that this progress is but the top layer on the remarkable work previously achieved by Dr. Popenoe. It must also be remembered that I did not follow Dr. Popenoe but an "interim" Director, Mr. Robert Beasley, whose uncertain status did not contribute to the stability of the School.

Dear John:
I will appreciate your taking
the time to read this. If it
raises any questions, I'll be pleased
to answer them.
Sincerely
Bill

June 26, 1961

A review of Four Years, 1957 to 1961.

STUDENT BEHAVIOR

1957. Students looked upon their scholarship as a birthright. To cancel a scholarship for mis-conduct or for poor grades resulted in mass petitions, threats of whole classes walking out of the school, and a general gnashing of teeth by all.

The following are given as examples of some of the things which happened during my first year of initiation as Director.

- a) Two students nearly died and were hospitalized for several weeks as a result of hazing.
- b) My seven year old daughter was propositioned by a student.
- c) My wife was physically attacked by a recent graduate.
- d) We graduated a student whom I later learned had been readmitted to the School after having once been expelled for rape.
- e) A student strike was threatened for several days with all students actively threatening to leave unless two students expelled for hazing were readmitted.
- f) School dances were boycotted by respectable Tegucigalpa girls

STUDENT BEHAVIOR

1957 (cont.)

f) because of the number of whores that attended them.

1961. In November 1960 I wrote the Board, "During the past year there has not been one student in my office for disciplinary reasons. . . . It has been over 15 months since a student has had his scholarship cancelled for disciplinary reasons. Of all students accepted during the past three years, only three have been sent home for poor conduct (a Panamanian for improper behavior with the wife of one of our faculty and two Hondurans for breaking into the guest house, stealing the liquor there and consuming same)."

In March 1961, after his inspecting trip, Dr. Reitz wrote, "The morale of the student body is high. The enthusiasm of students for the school is quite evident. Disciplinary problems appear to be at a minimum."

Without reviewing the trials and tribulations the faculty, my family and I passed through to achieve this point, let me repeat what I said at the April 18, 1961 Board meeting, "The behavior of the students at the EAP is, in my opinion, equal to or superior to that of any student body I know of in the U.S. I can say that any Board member might be pleased to have his own son attend the School. I for one would be pleased to have my son go to Zamorano."

The April 1961 Newsletter is included as Appendix 6 to further elaborate this point.

ACADEMIC REQUIREMENTS

1957. There were no Academic Requirements of which I knew.

No student or faculty member knew the academic requirements which the school had for a student to continue holding his scholarship. The grading system was erratic.

1961. We now have a well established grade point system, first reported to the Board October 29, 1957. This system determines whether the student will be put on academic probation or have his scholarship canceled. It has worked so satisfactorily that we have not had to make a single change in it (though there will be some adjustment for our 9 semester curriculum January 1961).

The grading by individual professors was previously inconsistent. In order to have the grade point system work, a highly reliable grading system was required.

On August 20, 1958 I reported to the Board that we were going to use a standard, mathematical deviation curve for grading our students. This has worked extremely well and is well accepted by students and most professors. Two professors have complained about this system to the Board resulting in an examination of it.

After examining our system, Dr. Reitz wrote "Since the system does not alter the position of students, as established by the professor, and because of the wide variation in grading that exists among the faculty, I am inclined to support the method of establishing final grade patterns even though it is somewhat foreign to my experience."

ACADEMIC REQUIREMENTS

1961 (cont.)

The proof of its success is this: No student has failed and left this institution that the faculty was not in unanimous agreement that he should have failed.

The system is, I believe, largely responsible for the academic improvement shown by our students. It is accurate, honest, forces competition among the students, and is considered by the Dean and the Registrar to be a vast improvement over all previous systems tried in this school.

RAISING OF ACADEMIC STANDARDS

A) U.S. College Acceptance of our graduates.

1957. The University of Florida was the only institution in the U.S. which consistently accepted our selected graduates. At that time, we were able to recommend about four a year. The University of Florida accepted them with 64 transfer credits, that is, as Juniors.

1961. The University of Florida now accepts recommended graduates as Seniors with 96 credit hours transferred. We were able to recommend 12 this year. In addition, Cornell University has written saying it will accept our

RAISING OF ACADEMIC STANDARDS

1961. (cont.)

graduates as Seniors (providing their first semester grades are satisfactory). Thus, whereas in 1957 three years at the Escuela Agricola Panamericana was recognized as equal to two in the U.S., today it can be considered equal to three.

B) Classroom work.

1957. Outsiders never thought of the EAP as having classes--the school was famous for its field work. There were no class outlines. The administration had no records of what was being taught in each class. No textbooks were used. There was no biology laboratory. English was taught as each individual professor wished it taught--thus, no sequence of courses.

1961. Classroom work now is all outlined, each course is organized with weekly outlines prepared by the professors and on file in the Dean's office. Textbooks are used in nearly all courses. Most books are in English, but wherever possible we use Spanish texts. One textbook has been translated by ourselves, two are now being translated, three more are programed for translation. Each student has his own text.

Our English curriculum has been completely revised with all courses taught in sequence. Placement

RAISING OF ACADEMIC STANDARDS

B) Classroom work.

1961. (cont.)

examinations are given all students. Sections normally have no more than 12 students. A biology laboratory has been organized with microscopes for each student, lab tables (built in our shops), etc.

A two year review of curriculum has been terminated with the Board accepting the new curriculum on April 18, 1961. This is believed to be the first one that has been "planned" to fit the needs of our students. Others have been developed around the subjects which professors wished to teach rather than on what best fitted the needs of the students. Before 1957, for instance, no student knew in advance what course he would take or when.

C) Field Laboratories.

1957. While field work was hard, it was essentially just that, "work". No planning on the part of the faculty or students went into it. There was no system to insure that work was uniformly distributed among the students except in the 3rd year (in that year, however, no student knew the dates he would be working in each section).

RAISING OF ACADEMIC STANDARDS

C) Field Laboratories.

1961. All field laboratories are organized with assignments made, at one time, for the entire year. This is highly developed in the 2nd and 3rd year work, still not well developed in Horticulture. The system insures that no student will have more instruction or more time in one section of a department than in another: all students have the same training. Quizzes are given over field work, reports required, and the general result is that it is not "busy" work but a laboratory that requires each student to stay alert throughout each morning's session in the field. But never has this field work been minimized.

The Director of the Foreign Student Office at Cornell University, after traveling throughout Latin America wrote, "I believe I can honestly say that I didn't see any school where I felt the students were getting anything that would even come close to the kind of practical agricultural program that you are presenting in Zamorano." (July 20, 1960).

Dr. Reitz wrote, April 12, 1961, "I am delighted to note that each faculty member is committed to the policy of combining field work with an academic program. . . I am particularly impressed with the emphasis that is given to a well-organized field program. The interest and enthusiasm of the students is most gratifying."

RAISING OF ACADEMIC STANDARDS

D) Selection of Students.

1957. After being here four months, I wrote the board and said, ". . . last year the EAP had only 285 qualified applicants . . . This means that with so few qualified applicants, the EAP must take practically whoever comes along!" This was written at a time when we took grade school graduates.

1961. Entrance standards had been raised to accept only high school graduates. We had 1700 take the examinations for the class entering this year, 1640 year before, 1300 the year before and 2300 my first year (when we still took grade school graduates).

E) Raising academic level of EAP.

1957. By taking anyone who had graduated from grade school and having in our classrooms, sitting side-by-side, students who had had only six years of education and students who had finished their 2nd year of University, it was impossible to teach uniformly. Thus, such variation in our students held back the improvement of our classroom instruction.

1961. All students in the EAP are now high school graduates. On May 12, 1958 I asked that the Board raise our entrance requirements because high school education had become

RAISING OF ACADEMIC STANDARDS

E) Raising academic level of EAP.

1961. (cont.)

more widely available in Latin America, other agricultural schools in Honduras and other countries were now functioning to accept the grade school graduate and, without realizing it, most of our students now had at least 4 years of highschool (the highschool curriculum in Latin America is 5 years). This was, of course, a natural evolution following a pattern that had been set when the EAP was first opened and the School's only requirement was that the student be able to read and write. Later it was raised to grade school graduates.

We have found highschool graduates to have the same, or more, interest and ability to work as did the grade school group.

F) Actual Academic Level of the EAP.

1957. It was an agricultural high school since it required, for admission, only a grade school graduate.

1961. "The accepting of high school graduates turns us into a 3 year college." (report to Board August 14, 1958).

RAISING OF ACADEMIC STANDARDS

G) What should our position be in Latin America?

1957. In November 1957 I wrote the Board saying, "We who have close contact with the EAP--which means, of course, the Board of Trustees, the faculty of the school and every member of the United Fruit Company--feel that the EAP is a well known and respected school in Latin America. But is this so?" I then presented points which indicated that it was not. One was the lack of applicants for our scholarships. Another reason was that the U.S. Embassy in Tegucigalpa as well as other Embassy's in Central America had nothing in their files on the EAP. Another was the case that year where the Honduran Ambassador in Colombia told the father of a Colombian who had won one of our scholarships, "you don't want your son to go to Zamorano; it is only for foremen of field hands." There were many reasons.

1961. "We should have the same position in Latin America in Agriculture as M. I. T. has in the United States in Engineering." I have recently heard this repeated to me as indicating that I am trying to raise our standards too high. To show that I have been consistent in my thinking, here are some quotes from reports I have sent to the Board:

July 31, 1957, "we have the moral responsibility to see that the School is more than good. It must be a great school."

RAISING OF ACADEMIC STANDARDS

G) What should our position be in Latin America?

1961. (cont.)

November, 1957, "We should be Latin America's West Point for our type of agricultural education."

March 30, 1960 this theme is repeated, not so obviously, in "An Agricultural College Designed to Meet the Challenge of Latin America's Tomorrow" where, for instance, I say, "our entire curriculum is an effort to demonstrate a new way of instruction in Latin America."

In November 1959, I wrote Mrs. Stone saying we should "Draw the image we believe the Escuela Agricola Panamericana can, and should, have at the end of a reasonable period (say 5 years). I see this image as . . . the EAP assuming a position in the agricultural education of Latin America the same as has M.I.T. in engineering in the U.S. today . . ."

At the Board meeting, November 1960, I said "that because we were the only Agricultural College in Latin America with (1) financial stability, (2) no connection with any government, (3) the most highly selected student body, (4) the best trained and largest full-time faculty we

RAISING OF ACADEMIC STANDARDS

G) What should our position be in Latin America?

1961. (cont.)

must demonstrate leadership in agricultural education, and really significant leadership, or not fulfill our obligations. To do less would be to simply loaf on the job."

At this meeting in November 1960, I gave Board members a copy of three basic considerations which I felt should be guide lines for spelling out the direction the E&P would follow in the future. These are included here in Appendix 5.

STUDENT FEES

1957. The students paid nothing. In fact, the School even paid most of the transportation from the students homes to and from the school.

1961. All students pay \$60.00 a year plus making a breakage deposit of \$16.00 a year. All students pay their transportation.

In June of 1958 I first proposed to the Board that we begin making a charge to our students. I formally proposed this in a memorandum August 14, 1958. The idea was against the original philosophy of the School. It was a new concept

STUDENT FEES

1961. (cont.)

for the Board. The Faculty was against it and I presume the students were not for it either! However, I felt that it was necessary in order to develop a better attitude on the part of our students. The Board accepted my recommendations and, with some difficulty, it has been finally accepted by the faculty and students. Obviously, this step was an important one in view of the Development Program being initiated. It also brought the desired results on the part of the students which I was hoping for: recognizing that they had to contribute something towards the school.

LIBRARY

1957. Closed to students.

1961. Rooms remodeled, \$8000 worth of new acquisitions during the previous two years, library assignments now a regular part of all courses. The Rockefeller Foundation has recently granted \$30,000 for the library for the next three years. A trained librarian is now hired temporarily and is recataloging our collection. We are now training another man (a graduate) as a permanent staff member (he will return from the States in 1963 with a Master's in Library Science). Library assignments now made in most classes.

SEARCH FOR FUNDS

1957. The Director was not expected to, and did not, look for funds.
1961. Considerable time and effort has been put on the search for funds beginning in 1958 by myself. So far I have not been too successful, although I feel that the ground work has been laid for future success. When I began everyone had to be educated to the need of funds for this school. Success to date includes \$75,000 from the Rockefeller Foundation (although this did not involve much work since the Foundation, through Dr. Harrar, was already well informed), \$50,000 from the U.S. Government, \$800 from the Tinker Foundation. As Appendix 3, I enclose a recent letter to Mr. Stillman outlining current efforts.

ADMINISTRATIVE ORGANIZATION

1957. All authority was held by the Director. Every purchase order, every class record, all correspondence was handled directly by him. When he left the campus for short trips, no one was left in charge of the School. For long trips he designated an acting director.
1961. While the final responsibility still rests with the Director, he has delegated much of this authority. A Dean of the Faculty was appointed late in 1957 (a man who had been on the staff for 15

ADMINISTRATIVE ORGANIZATION

1961. (cont.)

years) to supervise all student and faculty activities and with the authority to act. A Farm Manager was appointed to supervise all the mechanics of running the school: housing, tractor shops, light plants, allocation of land to departments, etc. A Registrar was named.

In addition, four departments have been established: Science, Horticulture, Agronomy, Animal Husbandry. Department Heads have been named in cases where a qualified man was found, in other cases Chairmen of the department were named. This has allowed the development of coordinated work in departments which are easily supervised units.

A Business Manager now has responsibility to supervise our budget.

These appointments did not involve new staff members, merely the delegation of more authority to existing personnel.

In the last two years, we have had two prolonged inspections by men other than members of the Board of Trustees --actually, in four years no member of the Board of Trustees (except Dr. Popenoe) has ever been on this campus for as long as these two men. The first, Mr. Robert D. Barton inspected us in 1960 at the request of the Honorable Charles Thayer, Assistant Secretary of State in charge of Cultural Affairs (Robert Barton was then Director of the Inter-American Department of the Institute of International Education and is now head of a new school for Inter-American studies at Columbia Univ.) and his

ADMINISTRATIVE ORGANIZATION

1961. (cont.)

report (dated: February 1960) to Washington said, in part:

". . .The excelent administration of the School indicates that its objectives are being achieved without friction. Faculty, staff and students with whom I talked were enthusiastic about their work and their accomplishments. . . Paddock supervises the instruction and administration of the School through a seven-man Administrative Council consisting of department heads and staff administrators. He also has Scholarship and Athletic Committees, but over the entire School and farm he keeps close personal touch. The impression given is that the School is run like a 'taut ship' where every one of the 175 employees on the farm staff, of the 25 professors on the teaching faculty, and of the 160 students in the school, knows exactly what is expected of him, is kept busy at his assignments, and enjoys his work because the conditions and objectives meet with his approval. . . The success of this School in Zamorano is so conspicuous that private and public support should be given not only to it, but also to any efforts to establish similar schools in other parts of the hemisphere."

ADMINISTRATIVE ORGANIZATION

1961. (cont.)

The second, Dr. Gordon W. Sweet, Executive Secretary of the Southern Association of Colleges and Secondary Schools wrote the following to me February 6, 1961 after spending a week on our campus:

". . . It does not take a visitor long to sense that your skillful and intelligent direction and planning and your methods of dealing with people have caused good growth and change at the institution. . . The visitor was very favorably impressed with the faculty, with their training, their enthusiasm, their support of the philosophy of the institution, and their willingness to undertake responsibilities somewhat foreign to their previous academic pursuits. I am referring specifically to the field programs. . . "

NUMBER OF EMPLOYEES

	1957	1961
Hourly workers	172	86
Monthly workers	38	59
Monthly on confidential payroll	24	33
Monthly UPCo. employees	<u>3</u>	<u>1</u>
Total:	237	179

Although the number of people employed has been reduced, the campus has been greatly expanded, the lawns are mowed for the first time, fences have been rebuilt, and over 400 acres

NUMBER OF EMPLOYEES (cont.)

of pasture and 200 acres of additional field crops land put into full production. This has been possible by eliminating ineffective workers and organizing the work around a budget. (previously no budgets were set up for the departments).

BUDGETS

From 1957 through 1961 budgets (combining both operations and capital improvements) ranged from \$500,000 to \$412,000. In 1957 we ended with a surplus of \$51,561; in 1958 with a surplus of \$22,708; in 1959 with a deficit of \$5,900 and in 1960 with a surplus of \$5,892. The 1961 budget was drastically cut in the middle of the year and a deficit may consequently be expected.

Prior to 1958, a simple request for funds was submitted to the United Fruit Co. In 1958 a budget was devised by the Director whereby some cost accounting by departments was possible.

CAMPUS IMPROVEMENTS

1957. After the initial construction spurt, no major improvements had been undertaken for nearly ten years. Much land that could be put into use, had not been developed.

CAMPUS IMPROVEMENTS (cont.)

1961. For two years, we had our Betterment budget doubled and then in 1961 reduced to the previous amount (about \$30,000). This allowed considerable increase in the betterment program. In addition, the money was stretched by doing most construction on contract instead of using our own, expensive labor. The amount of new additions would require a good many pages to list.

DEVELOPMENT OF THE BOARD OF TRUSTEES

1957. When I was hired, I made only one request: the School have a strong Board of Trustees. At that time it was so inactive it could hardly be called a "Board". Officially it consisted of:

Thomas D. Cabot (inactive)

T. Jefferson Coolidge (very active)

W. Latimer Gray (who has never seen the School)

Wilson Popenoe (who has never attended a meeting)

Kenneth H. Redmond (who was active)

J. George Harrar (very active)

J. Wayne Reitz (very active)

On June 18, 1957, Mrs. Stone and myself were also made Trustees.

DEVELOPMENT OF THE BOARD OF TRUSTEES (cont.)

1961. The Board has become a much more active unit and has greatly expanded its interests in the School. This has been due to Dr. Harrar and Mrs. Stone and due to Mr. Putnam performing an outstanding job of reorganizing the Board. However, this all has been quite recent.

For example, in 1959 I was still coordinating the mail and much of the business of the Board (in October 1959 I sent 16 radiograms trying to organize that year's December meeting).

The Board now has the framework for being a working Board, but its working procedures have not yet been well established and has no traditions to follow.

It might be mentioned here that the United Fruit Co. has remained scrupulously isolated from the administration of this institution since October 6, 1959 when I received a letter **after** Mr. Redmond's resignation saying, "Since the Company will have no representation on the Board, we necessarily cannot be concerned with the Trustees' meeting. It is assumed, therefore, that you will contact the remaining Trustees and make whatever arrangements appear appropriate for a Trustees' meeting."

QUALITY OF FACULTY

1957. A faculty of about 23. Of this, four men had Master's Degrees, one had a Veterinary Medicine Degree from Spain (roughly equivalent in years of preparation to a B.S.). The rest were either our graduates or had the equivalent of a High School education or less. The Botanist (Paul Allen) taught no botany, but instead only English and was in charge of keeping the lawns mowed and buildings painted. The English Professor taught English and Poultry Production. The Mathematics Professor taught Mathematics and Swine Production (though he had no training in the latter) etc.

1961. Faculty of about 25. Of this, by the end of this year, we will have 8 men with a Master's Degree, 4 more with the Ph.D. The Veterinarian is a Zamorano graduate with 4 more years of training with a veterinarian degree from Mexico. The Forester has had an additional year of training at the National School of Forestry in Guatemala. Everyone now teaching has had additional training in the specific subject matter being taught.

There is no better trained, full-time, undergraduate faculty in Agriculture in Latin America!

FACULTY "PROBLEMS"

1957. The Acting Director, Robert Beasley, wrote Mr. Redmond two letters in June before my arrival concerning faculty agitation for conditions under which the faculty would, essentially, run the Escuela Agricola Panamericana. In Mr. Beasley's words, the faculty's program if adopted would mean that "the Director has no authority".

On September 21, 1957, Mrs. Stone wrote me saying, ". . . don't forget to keep an eye on the staff. There is something about all this that smells akin to sabotage. Maybe I'm wrong. There may be a few people you could afford to get rid of."

In August 1957 I wrote the Board saying, "The main problem here is not with the boys. It is with the faculty. . .from experience on the staffs of three universities in the U.S., I know that the congenital griping that goes on with professors is an occupational disease. However, one can't ignore it. . . (this) faculty is made up of one mass of protruding shoulders. They are so extremely sensitive that there is nothing that one can do without irritating one or more of them. The simplest statement seems to bring the most violent disagreement from someone. Frankly, I have never seen a situation similar to this nor did I imagine that it could exist."

FACULTY "PROBLEMS" (cont.)

1957. On September 24, 1957, Mr. Kenneth Redmond, then Chairman of the Board of Trustees, wrote me saying, ". . .I hope you feel that your authority as the Director covers fully all matters having to do with student discipline, as well as complete authority with respect to your staff. . .The Director has full authority in this and is expected to adjust duties and make appointments on his staff as he sees fit. . .Non-conformists and trouble makers (on the staff) will quickly become apparent and can be dealt with."

1961. On November 14, 1960 I wrote the Board saying, ". . .As of this writing, I believe faculty morale is the highest it has ever been at EAP." Dr. Reitz wrote, April 12, 1961, ". . .The staff is ambitious, enthusiastic, and has a constructively critical attitude. . ."

On the matter of faculty turnover, the question must be asked, "How many professors have left that we wanted to keep?" Today our staff is the best it has ever been, it works well together and there is a minimum of griping. It can see the progress that is being made here and for this reason is enthusiastic. With the exception of one man (Dr. Krochmal), who can be classified as unhappy, the staff is a buoyant group.

I attach Appendix I which reviews all staff turnover the past three years.

ACADEMIC FREEDOM AT THE ESCUELA AGRICOLA PANAMERICANA

The question of lack of academic freedom has been raised by Dr. Furman and Dr. Ortega who both objected to our grading system. The Executive Secretary of the Southern Association of Colleges and Secondary Schools has stated that the system might be interpreted by Americans as infringing on the right of the Professor. Perhaps it is best to place here again before the Board my view of Academic Freedom at the Escuela Agricola Panamericana. This was first stated by me in an address to the faculty July 31, 1957, copies of which were sent to the Board at that time.

". . .An aggressive dominant faculty requires freedom of action, sometimes called 'academic freedom'. This is true for ourselves, but the nature of our position, an international school in a country foreign to the majority of us, requires qualifications to our interpretation of academic freedom.

"Because we are an international school, we are above a show of interest in Honduran politics or politics of any country.

"But on school policies, yet to be established, and proposed actions I believe that each of us should have the right to express our opinions openly and frankly, even though contrary to those of the administration of the school, without fear of overt or covert reprisal. But because we are dealing with an international school body, I believe that once a policy has been established by the school, we are all obligated to cooperate with that policy and that we cooperate as a unified body.

"I believe that teachers must be safeguarded by the administration against ill-informed or prejudicial attacks; in short, the teacher

ACADEMIC FREEDOM AT THE ESCUELA AGRICOLA PANAMERICANA (cont.)

should know that the administration is at all times behind him. In turn, I believe that the teacher which has such support must be loyal to the school. Such loyalty is even more important in an international school such as ours.

"Further, I believe that freedom on the part of each staff member to exercise initiative and judgement within the framework of the general policy of the school is essential for the growth of the individual and for the improvement of the school. The uniqueness of each staff member's personality and contribution must be recognized, respected, and protected. But such recognition, respect, and protection is deserved only when the teacher is a dedicated teacher. . ."

My views have not changed since saying this four years ago.

May 31, 1961

Memorandum on faculty turnover at Escuela Agricola Panamericana.

From: Wm. C. Paddock

Mrs. Stone has written that the Academic Standards Committee and she have been in correspondence on faculty turnover at the EAP. While I have not been asked for my views on this, I wish to state them.

I have here the information for 1959, 1960 and 1961 on faculty resignations. If earlier years are desired, I will supply the information for them.

1959:

- 1) Mario Jalil, resigned to take \$10,000/year job with FAO in Guatemala (his salary with us was \$3600 plus perquisites). He had too good a job opportunity to turn it down. Mario has been a regular visitor to the campus since he left--visiting me on May 22nd.
- 2) Dr. Harry Raplus. Left after one year. He came for animal husbandry, did only a fair job, but made no effort to learn Spanish. His wife was to have lived in Zamorano but returned to the States after a two week's visit. By the end of the year, he had had enough and left. However, on April 5th, he phoned me from Illinois (I was in New Orleans at the time) said he just wanted to chat and indicated that he would like to return to Zamorano. I have not followed up on this lead because I do not want him back.

There were no other resignations in 1959. The faculty had two temporary employees that year. One, Aristides Diaz to fill in while Professor Herrera was in Wisconsin. He left when Herrera returned. Another man, Roberto Romero was hired temporarily when Raplus left. Romero did not finish the term for which he was hired since he had to leave for Salvador (the police arrived for him one hour after he had left--for political reasons).

1960:

- 1) Victor Curiel resigned after one year to take a better paying job. I made no effort to keep him because I was dissatisfied with the job he had done. Basically he wanted to be a Full Professor (correspondence on this is on file) and I would not approve it. Yet, he has visited me after leaving and correspondence is on file showing he has written me from Managua saying he will return to Zamorano for our staff any time.
- 2) Tulio Del Cid, an instructor who, as policy, was hired with no future beyond that of instructor (he has no education beyond the EAP). He took the job for experience. He resigned to work on his father's ranch.
- 3) Miguel Angel Rojas. Resigned shortly after Dr. Ortega arrived. He was under Ortega. Miguel was hired with the understanding he was to be married within 6 months. However, he had been here about 4 months when he received a "Dear John" letter from his

- 3) fiancé (from Chile) so the wedding was off. He never liked the isolation of Zamorano. He took a job with Fizer in Chile. I encouraged his leaving, however, since he was involved in a fight over Mrs. Furman (the other opponent was Dr. Furman).
- 4) Ramon Peruga, under Ortega for 6 months when he resigned. He is single and he took a job in Managua when he was offered more. He will return to the EAP any time we want him.
- 5) Walter Fick. He was also under Ortega. He owns a farm in the valley and it was becoming such a big enterprise he had to make a decision between it and teaching. I see Walter at least twice a month, the last time was last Sunday when he came to my home.
- 6) Thomas Furman. Resigned. The file on Dr. Furman is complete and open to anyone from the Board.

There were no other resignations in 1960.

1961:

- 1) Guillermo Herrera resigned, according to Dean Morcillo, because of Dr. Ortega (Note: with Herrera's resignation, 100% of Ortega's department had resigned within 15 months after his arrival). Memo has 5 children and he told me he had to locate some place where there was a highschool because he could not afford to send his children to a private school. Both he and his wife

- 1) are Costa Ricans and they had no family in Tegucigalpa to board the children. However, this was a problem he did not have to face for another year and Dean Morcillo says he left early because of Ortega. We have received letters from the Herrera's since they have left and Mrs. Herrera gave my wife a painting by her sister when she left.

- 2) Tomas Salgado, EAP graduate, instructor with no future advancement as was explained when he was hired. We let him go at the request of Dr. Krochmal who felt he was useless. In 1960 and 1959 I had offered to find money for him to go to the States and the last time he said he was not "quite ready yet". We helped him obtain a job with STICA and STICA is now sending him to Puerto Rico for his B.S.

- 3) Rene Velasco was in our employ one month this year. He is a young man with a Master's from Texas A&M in Horticulture and worked for Dr. Krochmal. To make a long story short, he was offered a job at \$400/month by the Government of Salvador (we were paying him \$250) and he left one morning in the middle of a laboratory--said good-by to no one nor indicated in advance he was leaving.

- 4) Dr. Ignacio Ortega.

There have been no other resignations. Dr. Reyes left in March instead of June of this year. He had been hired for one year (clearly specified)

when Peruga left and we did not have time to find the right veterinarian. At Dr. Reyes' request he left early to allow him to take a job with the Government of Salvador. He would have liked to stay on our staff but I felt he was neither qualified nor a good teacher (he read all of his lectures from a book). The veterinarian we have hired, Francisco Matamoros, is one of the finest and he was worth waiting for.

While the Academic Standards Committee might feel that there have been too many resignations, I feel the number not to be excessive. Naturally, it would be fine, in theory, if there were no resignations. But let us remember that with these resignations we have been able to eliminate some men who were not well qualified and have replaced them with more qualified ones. The final result is, in my opinion, excellent. I am sorry, however, we could keep neither Jalil nor Herrera. But these are our only losses.

The following is an extraction from a letter from myself to Mr. Charles Stillman (June 9, 1961) which is here attached to list those sources of funds which the Director is now pursuing.

1. Last December I submitted a request for \$389,000 to the U.S. Ambassador; copies were circulated among the members of the Board at that time. We were the first to make any submission for the 1962 fiscal year of the U.S. Government. It was my hope, of course, that this could be pushed with the help of Mr. Fisher. The \$50,000 that we received (or are supposed to receive) from the 1961 fiscal budget came as the result of an endless amount of work on my part. Undoubtedly the \$50,000 took more work than any other project which we will have in the future with the U.S. Government. I say this because when I began work on it, 18 months ago, no U.S. Government office in Washington or in Tegucigalpa had information of any kind in its files on the Escuela Agricola Panamericana--no one knew anything about the EAP. It required several trips just to demonstrate that we were not a part of the United Fruit Company and you are familiar with the number of contacts we made through the Secretary of State, Mr. Riddleberger, Senators, etc. For success with our new request of \$389,000 that has been made, depends on following it up rapidly. I do not know whether ICA has made its budget submission for FY62, but normally it would be submitted by now. Committee hearings must have begun and was my hope that we should have someone like Mr. Fisher covering these hearings.

1.

It seemed to me that during the last meeting of our Board Mrs. Stone indicated some doubt as to whether or not we should ask for more government money. In addition Dr. Popenoe has told me (April 25th) that he felt we are asking for too much U.S. money. Ambassador Burrows felt, according to Dr. Popenoe, we are asking for too much money (although he has never told me this) and Grover Kincade told Dr. Popenoe that we are asking for too much money (Kincade is Desk Officer for ICA for Central America). Thus, I think that if there is some doubt we must have a policy established by you or the Board on this, and I prefer not to do anything myself until it is established.

2. You will recall also that I have submitted a request for \$87,000 to the U.S. Feed Grains Council. Considerable work has been put in on this and while this money has nothing to do, to my knowledge, with any U.S. Government office, I have been given strong assurances by the President of the U.S. Feed Grains Council, as well as from the Agricultural Attaché for Central America (who has been in various meetings related to this) that with a modest amount of additional work we will receive the money. This \$87,000 will contribute little to our present operation budget but much to the effectiveness of our teaching and other aspects of our program; it is essentially a research program to be attached to our present program. The merits of asking for such money have not been fully approved by the Board although it has had the opportunity to say no. Again, as a request

2. for funds I think your approval should be obtained, or should be cleared with the rest of Board.

3. I have pending another request on which considerable work has been done by my myself. This involves air shipment of hogs and heifers. This program has been mentioned to the Board, and I presume it will be satisfied with it. I had received promises by the U.S. Airforce and people in the United States Department of Agriculture that the Executive Secretaries of the five principal Dairy Associations and Congressman Code would be flown down to look over the school. This trip was scheduled for April. The trip was a mere formality as the hogs and the cattle were promised. However, early in April Senator Russell made a speech in which he said that the U.S. should not ship out grain or livestock to underdeveloped countries, but should ship final products (butchered meat and chickens). This frightened people in Washington and the April trip was called off. However, the people that have been helping me on this have made contact, independently, with Governor Morrison of Nebraska to see if he will establish a People-to-People program with us, either with his State or with the University of Nebraska. Contacts have been made and it now awaits my follow-up with my proposal to him. I hesitate to go ahead without your approval although I have mentioned it to Doris.

4. You are, I presume, aware of the arrangement which has been made through Mr. Putnam's help, to buy International Harvester equipment at export net price to be replaced every 24 months at 24% of export net of new equipment. This memo is to say that we are going ahead with this as soon as we receive the U.S. Government money and I presume this meets with your approval. I look upon this as the means of helping us financially and therefore a program of which you should be aware. By 1963 it will cost us \$8000 to keep replacing equipment, partly to be paid from savings in repairs.

5. We have pending a separate petition to the Rockefeller Foundation in Mexico for \$10,000 to establish a bean improvement program which will be essentially collecting bean varieties and testing them. The Board has not been brought into this correspondence and I enclose a copy of the request. I expect this program to go through.

6. For two years I have been trying to have officials of the Ford Foundation visit us. Dr. Harrar and Dr. Reitz have talked to them and I visit Ford every time I'm in New York. The last time (April) Dr. Al Wolf, head of the Latin American area for Ford, promised to bring Hill down this summer. I've not heard from them so do not know if this will go through. I have not prepared any request for them because Wolf wants first to look over the school. The Ford Foundation is the only Foundation which will give a significant amount to endowments. I have proposed to both Drs. Harrar and Reitz that it be in this area that we make our request to Ford. Ford is just now

6.

getting into the Latin American area and it would be good if we could develop their interest. My view of Ford is that it is not a well organized group, prone to make promises to us and then not only not live up to them, but simply forget about them. This has certainly been the case so far with them. However, I have had with them lengthy correspondence and the Ford Foundation's files are now full of EAP material.

7. During the past year we have had visits by Felipe Herrera, President of the Interamerican Bank as well as a number of officers in that bank. As you know, Eisenhower's proposal of \$500 million for Latin America included money for development of agricultural education. Our position gives us a unique advantage for being included. This is a complicated matter, however, and really requires someone to devote considerable time to it. It is complicated because if Honduras makes the request, we will be obligated to increase enrollment of Hondurans and this will require some decision on the part of the Board. This would be the easiest, perhaps, to arrange, yet the success of the request would be much better if several governments make the request. I enclose (or will send to you) a recent letter to Sr. Matute which was sent without consulting with you (and some advice is needed on the cost per student if enrollment is increased) since Matute wanted an answer in 10 days. I have had three or four visits by people in the Honduran government asking about what could be done for us through the Interamerican Bank. In Washington I call

7. on these people only to maintain the contact, have never asked for anything yet but certainly have planned to. Rollin Atwood, formerly head of Latin American division of ICA and a man who has spent hours listening to me discuss the EAP, is now head of the agricultural division (I think) of the Interamerican Bank.
8. I enclose a recent letter concerning money from FAO. I have always done my best to develop an interest in FAO for helping us but have done no real work on this simply because I have such little respect for FAO as an organization that I have not felt it worth the energy to pursue this. However, if we have the right project or appeal, this is one group that perhaps some of the Board members can help. The EAP is the most logical thing possible for FAO to help.
9. The United Fruit Company has a tropical garden at Tela (Lancetilla) which is one of the finest in this hemisphere. From time to time there are rumors that the United Fruit is going to abandon this garden. Probably everyone knows that as a pet project I would like to see Lancetilla a branch campus of ours. This is not as foolish as it may sound. I do not want it now, however, but I have tried in a number of ways to establish some interest in support for this branch campus if and when Lancetilla is abandoned. I mention this here only to ask that this idea be considered as a possibility for support by the Development Program.

10. In addition I have two programs that I have been working on for some time for scholarship money for our graduates. One source of this is through the U.S. Government and the other is the Cordell Hull Foundation. The Board of Trustees of this Foundation will visit Zamorano either this month or in July. However, since any success with these requests for scholarship money will in no way assist our operations financially, but only help our graduates, I do not feel that these programs should be included in the Development Program. Do you agree on this?

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Present November 22, 1960
Board Meeting

From: Wm. C. Paddock

Basic policy considerations covering academic life at the EAP.

I. The Function of the Escuela Agrícola Panamericana is to provide the finest agricultural education possible within the limits set by the morning practical field laboratories. This means:

- a) The Escuela Agrícola Panamericana will orient its instruction towards serving the needs of Spanish speaking Latin America.
- b) The morning practical field laboratories are recognized as making EAP's curriculum uniquely suited to the needs of Latin America. The time spent in the field laboratories and the emphasis placed on them will not be altered without action by the Board.
- c) While the morning practical field laboratories will strive to present work which is mentally stimulating to the student, the practical, physical side of the work will not be minimized.
- d) Since the EAP accepts only highschool graduates, instruction must be at the undergraduate College level. Because of the competition for entrance and quality of staff, this instruction should constantly strive to meet the highest standards.

- e) Since the curriculum is three years (with only two brief vacations) the curriculum parallels in hours of classroom instruction that which is required during a typical U.S. bachelor's curriculum. It is reasonable to expect the EAP to provide, then, educational goals comparable to those reached in a Bachelor of Science curriculum in Agriculture.
- f) Because of the EAP's isolation as well as the intensity of the curriculum, the Board considers it advisable to resist all pressures placed on it to extend the curriculum from three to four years in length.
- g) Because of the present agricultural development in Latin America, it is felt inadvisable for the EAP to train specialists at the undergraduate level. The EAP will therefore place its emphasis on producing a general agriculturalist. The Board interprets this as meaning that the same emphasis will be placed on Horticulture as on Agronomy (field crops) as on Animal Husbandry. Basic sciences will receive the importance they deserve in providing the foundations on which the various fields of Horticulture, Agronomy and Animal Husbandry must be built.
- h) While emphasis will be placed on technical aspects of Agriculture, the following exceptions are deemed advisable:
1. Because the agriculturalist must fit into the society about him, an effort will be made to increase the variety of his interests. Time does not permit the

proper emphasis on such things as the social sciences but the Board encourages the strong emphasis on instruction in English, traditional since the beginning of the school.

2. If the agriculturalist does not understand the impact of agriculture on his country's economy, political stability and future growth, his effectiveness is limited to furthering only his own personal development. The Board therefore encourages instruction which relates agriculture to a country's standard of living and to that country's position in the community of nations.

II. The EAP is not designed to mass-produce graduates. This means:

- a) The EAP considers that it is training a potential example to other agriculturalists: a graduate who will be able not only to manage efficiently any tropical or subtropical farming operation but also have a clear understanding of the theory behind these operations. Such a man will make his influence felt by being an example to other agriculturalists. Such a man to be of influence cannot, and need not, be mass-produced.
- b) The entire curriculum of the EAP is based on having an unusually capable student. It would be a simple matter, with relatively minor capital expenditures, to accommodate two or three times the students now enrolled. However, at the present time it would be extremely difficult to double enrollment and still maintain the College's entrance requirements. In addition, the EAP recognizes the limited number of highly qualified faculty available to handle such increased enrollment.
- c) Recognizing that the EAP is unique in Latin America in that it has financial stability and political freedom, the Board feels that the College must show leadership in areas of agricultural education which other institutions, lacking these two unique advantages, cannot demonstrate. These areas do not include "numbers of" graduates but rather "standards for" graduates.

d) Since enrollment is limited, admission standards should place an emphasis on ability so that the heavy expense the EAP bears for each student is not lost on the unqualified. As costs rise and pressures increase to raise matriculation fees, the Board will seek methods to allow the vocationally adept, but financially unable, the consideration necessary for their entrance.

III. The EAP is a teaching and not a research institution. This means:

- a) Any research program the College might have will be secondary to the teaching program and should not be supported out of endowment income.
- b) Any research program will be oriented so that it will strengthen the teaching program by:
 1. broadening the interests of faculty members or by keeping alive their inquisitiveness within their field.
 2. to acquire the necessary information for instruction.
 3. by providing, through a research budget, part-time teaching staff to relieve the regular teaching staff from the pressures of year-round classroom teaching.
 4. by allowing student participation.
- c) Any research project undertaken should recognize the relatively stable financial situation of the EAP and be of such a nature as to require a long term for completion (short term projects should be conducted by institutions with less stability).

- d) Since this is not a research institution and any research program the EAP has will probably be a small one, research projects should cut across the lines of two or more departments in order that a maximum benefit is felt by the College.
- e) Research projects should be of a "general" nature so that their proper execution can be completed by any properly trained horticulturalist, agronomist or animal husbandryman the EAP is likely to hire to replace a resigning staff member now on our faculty.

NEWSLETTER - April 1961. On the night of their graduation, the Class of 1961 held a dance in Tegucigalpa. Our graduates have never done anything like this before--normally, and understandably, our graduates are anxious to be home and leave the country so fast after receiving their diplomas that all we see of them is a sizeable cloud of dust. But as much as anything, these graduates wanted their friends to see them again, not as students, but as graduates. As you read this newsletter, you cannot appreciate the emotional experience of seeing the fiesta these boys gave, all of them in their School uniforms, their dates and guests reflecting the finest in our Capital. All good fun but no impropriety which might be expected from a group of men who only hours before had moved from under the restrictions which we impose on our students.

Our Freshman arrived three days after graduation. The day before they arrived, Sr. Juan Fernandez, our Inspector-Consejero, met with the upperclassmen and posed the question, "gentlemen, what should we do about hazing of the Freshman this year?" The students themselves proposed that anyone who hazes a new student, be expelled from school and asked that a vote be taken to be sure that they were in agreement. The vote was taken and it carried by a strong majority.

And there has been no hazing!

Only someone who has worked with students can appreciate the maturity this demonstrates. In fact, anyone who has worked with students is likely to simply say its not true!

Something I enjoy showing visitors (if I can get them up early enough) is our students going to the morning field laboratories. A student rings a bell at 6:15 a.m. to warn the boys its nearly time to leave the dormitories and he rings another bell at 6:20 to say its time to leave for the 6:30 laboratory. What's interesting about this? The only student one sees leaving at 6:20 is the student who rang the bell. All others have already left! We admit our regime is a tough one, but the students don't resist--they are even ahead of us on it!

This institution is famous for its practical field applications of the classroom theory. No one expects our graduates to sit under a palm tree and contemplate the advantages or disadvantages of doing the job today or doing it tomorrow.

But too often one forgets that this is simply the self-discipline which, more than the subject matter, classroom, and field training we offer, is the basic product of this institution. And too often one forgets that this self-discipline has ramifications far beyond that of doing a good job in agriculture. Students, who say that they do not want a boy who hazes in their school, have reached a degree of seriousness toward their work and a maturity which, by experience, we know lasts after graduation.

These are not just the agricultural leaders of tomorrow. This is a corps of responsible citizenry.

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Report by Robert Barton, Director Inter-American Dept.
Institute of International Education

RECOMMENDATIONS AND A REPORT ON THE

ESCUELA AGRICOLA PANAMERICANA

Zamorano, Honduras

February, 1960

I. SUMMARY OF RECOMMENDATIONS AND FINDINGS

Recommendations:

The Escuela Agrícola Panamericana has played an important role in improving agricultural production in Honduras. In a smaller way it has so benefited Latin America since it draws students and faculty from the entire hemisphere. It has high standards and goals and both students and faculty are ably pursuing them. Embassy and ICA officers favored U.S. Government support for the School; the USOM Director said that it fits perfectly the requirements necessary for ICA support. However, since the Escuela did not come under a country program, but rather under a regional one, he did not feel prepared to request such support directly.

The Honduran Government has cooperated with the School since its inception. Not only does the President of the country attend graduation and similar ceremonies, but many senior officials in his Department of Agriculture are now graduates of the School.

It was my feeling, after spending several days in Tegucigalpa and at the School in Zamorano, that everything should be done to encourage this particular School to continue its good work and, using it as a prototype, the U.S. Government should foster the creation of more schools like it in other areas of Latin America.

U.S. Government help could be given in several ways.

- 1) USOM offices in each Latin American country could allocate funds for scholarships to the School to cover the costs of training the high school graduates picked from each country by the School's selection team.
- 2) Regional funds could be included in ICA's budget to cover the costs of sending the top ten graduates to U.S. colleges for a Bachelor's or Master's degree.
- 3) The Office of Education could volunteer to help recruit necessary teaching staff according to the specifications sent by the School.
- 4) USIS could offer the School's 6,000 book library additional material, especially books printed in Spanish.
- 5) USIS funds could be used to provide the School with an English language laboratory where tape recorders could be used to improve instruction.

- 6) ICA could allocate funds so that the School can build additional housing for married faculty.
- 7) All U.S. Government support could be given with a minimum of publicity since the great success the School has had in inculcating the American way has been through an indirect approach.

Findings

One criteria in examining any school is to determine what it considers as its aim and then evaluate how closely its functions come to accomplishing its goals. The Escuela Agricola Panamericana has very definite objectives and has through the years followed a consistent policy in pursuit of them. Its prime objective is to help Latin America combat the grave problem of insufficient food supplies for its growing population by training competent agricultural specialists. To do so it has evolved a three-year, college-level program for carefully chosen high-school graduates which exposes them to both class room theory and practical field work on a large and varied farm. So thorough is the education received at the Escuela Agricola Panamericana that its graduates are much sought after for employment upon return to the 13 Latin American countries from which they have come. They are promoted fast in their jobs as they work with complete confidence that they are competent to handle most theoretical, technical and practical problems facing tropical and sub-tropical farmers today.

The School operates independently, receiving direction only from an American Board of Trustees. Although its original endowment was donated by the United Fruit Company and although the Company has made up its annual operating deficits, it has not been managed by the Company, nor has it ever been a training center for Company employees. Founder Samuel Zemurray, the President of the United Fruit Company, is quoted by Stacy May and Galo Plaza in "The Case Study of The United Fruit Company in Latin America" that they made for the National Planning Association, as saying: "This was one way in which the United Fruit Company undertook to discharge its obligation of social responsibility in those countries in which it operates - and even help others."

Having invested well over \$7,000,000 in the School to date, the Company is considering how to cut its future contributions without jeopardizing the School's functions. Very likely a phasing down of the annual contributions from \$250,000 to \$50,000 will take place. Part of the deficit can be covered by selling agricultural products grown at the School. The Board of Trustees hopes to raise additional monies from philanthropic sources. The difference may have to be made up by having the students, their governments or the U.S. Government pay their training costs. Capital investments for needed equipment and faculty housing can be provided under existing laws of the United States and should be allocated without delay.

The excellent administration of the School indicates that its objectives are being achieved without friction. Faculty, staff and students with whom I talked were enthusiastic about their work and their accomplishments. On a cost per student basis, the training is expensive. I would not wish to see the training damaged by having the Director and the staff spend their time on raising income-producing crops or

devote undue time to soliciting money from other sources. To reduce the number of students in order to save money is impractical as the capital investment is already made and as the faculty can hardly be reduced without eliminating essential instruction. To increase the number of students will lower the unit costs, but will mean a slight increase in operating overhead since a new dormitory will be needed and clothes, food, and books must be provided for the additional students.

The present ratio of students to faculty is 8 to 1, which allows the School to carry out a relatively short but intensive curriculum exclusively dedicated to the teaching of agriculture. However, if a proposed trimester course is put into operation, not only will the School increase its student capacity, improve its teaching and research functions, and abbreviate by two months the time students spend on campus, but also the trimester plan may make it possible for them to graduate with U.S.-accredited Bachelor of Science degrees.

Since the School's graduates have done extremely well as exchange students in the United States, I hope that the new system will go through so that they may then use their grants for doing advanced work or research in agriculture. Under such conditions, I would recommend that U.S. Government scholarships be given. I have also offered to find additional support for scholarships through IIE to the fullest possible extent.

The School's Director feels that the exchange program benefits his students by rounding out their education. Regrettably, no "liberal arts" program is now being taught at the School and none is contemplated. I would recommend financial help to purchase a wider assortment of books for the library and to install an English language laboratory so that instruction in this essential language can be improved even if the number of class hours is reduced.

II. A REPORT ON THE ESCUELA AGRICOLA PANAMERICANA

The Objectives of the School.

Despite Latin America's economic dependence on agriculture 13 of the 20 Republics are scarcely able to supply themselves with half of their minimum food requirements. Over-population and under-production of food stuffs are two aspects of the most desperate problem of the area. The Director of the Escuela Agrícola Panamericana considers it the School's most urgent task. His aim is to see that well-prepared agronomists preoccupy themselves with this problem and search for its solution. The Panamerican Agricultural School is preparing specialists for the work at hand.

To do so practical field experience is combined with agronomical theory. The School feels, furthermore, that the training process must be of such high quality that the student will take pride in his future profession, so that he will find the self confidence which is needed to teach others and to demonstrate the results of his education.

When created in 1942, the School promised to give the finest education in tropical and sub-tropical agriculture through the "learning by doing" technique. It is this feature that chiefly distinguishes the work at the Escuela from what is taught at Facultades de Agronomia in Latin American universities. The practical field work on the School's 4,300 acres of varied farm, ranch and timber land instills confidence in the graduates; they know not only the theory of what should be done under certain circumstances, but also that they can personally adapt the theory to practice whenever necessary.

By demanding high standards on the part of both teachers and students, the School is developing men who are increasingly conspicuous in agricultural developments in their countries. The job they face is a challenging one; fortunately, they seem prepared to cope with it, and the prestige they have earned by graduating from the School insures them of immediate employment when they return to their homes.

Direction, Finances, and Administration of the School.

Although President Samuel Zemurray of the United Fruit Company founded the School, the Company has never been connected with it nor directed by it. A separate and independent Board of Trustees establishes the general principles under which it operates. Present board members are:

Thomas Cabot	President	Geoffrey Cabot Co.
Stacy May	Economist	Rockefeller Foundation
William C. Paddock	Director	Escuela Agrícola Panamericana
Wilson Popenoe	Former Director	Antigua, Guatemala
George Putnam	Vice President	First National City Bank of Boston
J. Wayne Reitz	President	University of Florida
Mrs. Doris Stone	Archeologist	San Jose, Costa Rica

The Old Colony Trust Company is entrusted with the safekeeping of the endowment which was granted by the United Fruit Company. Originally \$3,000,000 when it was started, this fund invested in U.S. Government bonds and U.S. stocks, is now worth about \$5,000,000. Its annual interest helps support the School. The operating deficit amounts to about \$250,000 per annum and has also been carried by the Company.

In making its grant the United Fruit Company imposed two unusual conditions. The School was not to teach banana culture, and the Company would not hire its graduates. The School has never been a training center for Company employees. Nevertheless, many uninitiated think of the Escuela Agrícola Panamericana as a "company school" and this plus decreasing profits from banana sales, has influenced the Company to scale down its support. In five year's time, it anticipates contributing no more than \$50,000 per year.

Classes were begun in 1943 under the administration of Dr. Wilson Popenoe who was the School's Director until 1957. In that year, Dr. William C. Paddock took charge. The School's administration appears excellent, and although bordering at times on being paternalistic, it is not authoritarian. Paddock (39) has his doctorate in plant pathology from Cornell. Besides teaching at Pennsylvania State University and Iowa State College, he served with the U.S. Operations Mission in Guatemala from 1953-57. He supervises the instruction and administration of the

-5-

School through a seven-man Administrative Council consisting of department heads and staff administrators. He also has Scholarship and Athletic Committees, but over the entire School and farm he keeps close personal touch. The impression given is that the School is run like a "tamt ship" where every one of the 175 employees on the farm staff, of the 25 professors on the teaching faculty, and of the 160 students in the school, knows exactly what is expected of him, is kept busy at his assignments, and enjoys his work because the conditions and objectives meet with his approval.

The Faculty

For the last academic year, which ended on February 19, 1966, the School had 25 professors on its staff. Each was carefully recruited and hired only after intensive correspondence, a thorough check of references, and in all but a few cases after a personal interview. Five have doctorates, eight master's degrees; two are licensed veterinarians. Ten of the faculty are graduates of the School itself. Paddock encourages them to return to teach as he has trouble finding in Latin America professors who can teach theory in the classroom and demonstrate it practically in field work.

The School, unfortunately, suffers a high turn-over of faculty since it is located 25 miles away from Tegucigalpa which itself offers little in the way of urban diversion. During the day, while completely occupied, the staff is content. After dark, the bachelors become bored and lonely. Married professors, on the other hand, are usually quite happy. The valley in which the School is located is now a beautiful oasis, and each professor is provided with an attractively furnished and comfortable house on campus. They receive their foodstuffs free or at cost. Their children are well taught in the community primary school set up for them and children of the administrative staff. Faculty is paid on a sliding scale starting at about \$250.00 a month for a recently graduated Master of Agronomy with no teaching experience, up to \$1500.00 a month for a Ph.D. with experience. Besides the furnished house and most food, he receives utilities, an allowance for household supplies, a liberal retirement plan and annual home leave. If Paddock can recruit more married professors, and can find funds to build the houses he will need for them, he should have no trouble in enlarging his cadre of permanent professors to goodly proportions.

The faculty for the last school year was recruited from ten countries, of which Honduras supplied nine professors, the United States five, and Guatemala four. One or two came from Costa Rica, El Salvador, Colombia, Ecuador, Chile, Germany and Spain. The enabling decree passed by the Honduran Government in 1962 allows them and the students special passport privileges and exempts them from most taxes. The School, by the same decree, was granted the right to issue visas and to import necessary materials without paying import duties.

Faculty meetings are scheduled weekly by the dean of each department. Professors are expected to present a copy of each lesson, homework assignment and test to his dean every week. Not only does this allow the dean an opportunity to check on the professor's calibre and the student's progress, but also means that the School has on file a complete course outline in case it suddenly finds a staff member is unavailable. Frequent conferences with and close supervision of the teaching staff by the deans has prevented student complaints or resentment from ever growing to unreasonable proportions. Paddock also meets with the deans and administrative directors on a weekly basis to determine policy regarding curriculum, students, alumni, et cetera.

The Curriculum.

Recently, the ratio between students and faculty has been about eight to one, which allows the School to carry out another basic tenet of its philosophy. That is that the curriculum should be intense, but as short as possible. Paddock views Latin America's agricultural problems as desperate and wants to prepare for them with all urgency. Fundamental to this philosophy is that the number of years spent at the School is not as important as the amount - and the quality - taught in each semester.

The School only offers one course, with few electives in any subjects outside of Agriculture. It leads to graduation in 36 months. Each of the six semesters lasts 18 weeks. In each week there are 23 classes of 40 minutes length, 12½ hours of supervised study periods and 2½ hours of field work. A 28-day vacation period (plus 4 days travel time) is allowed at the end of the first and second year.

Dr. Paddock has proposed to his Board that the School change over to a trimester schedule such as the University of Pittsburgh recently introduced. It would mean all the facilities of the School would be in use on nearly a full time basis. The revised curriculum would give students the equivalent of 133 (U.S.) credit hours, exclusive of field work which should have a value of at least 40 extra hours of credit. The course would be reduced to 32 months but this number of credits should be sufficient to enable him to issue an accredited Bachelor of Science degree. Actually, the number of courses would be slightly reduced, but the length of classes would be increased to 50 minutes. Long needed courses in genetics and nutrition would be included; animal husbandry courses would be consolidated to offer complete coverage. English courses would suffer and vacation time would also be slightly reduced for students. For faculty it would mean that every third semester they would have some time to do research, develop new class outlines, write, travel for the school or take their annual leave. As for field work, the reduction in time would fell in the first year work. Only two trimesters of 16 weeks each would be devoted to Horticulture, three to Agronomy (field crops), and three to Animal Husbandry.

The object of instruction in Horticulture is to prepare the students for success whether they should become private farmers, farm managers, fruit, grain, or vegetable growers, forestry managers, extension agents, teachers, or research workers in agriculture. In the second year specialization is on Agronomy. This department is concerned with the production of basic food staples for human and animal consumption as well as fiber and oil crops. It incorporates a Division of Forestry teaching timber production, turpentine, tapping, and runs both a saw and sugar mill. In the third year, the Animal Husbandry Department teaches the selection, breeding, management, feeding and processing of livestock. Students are trained to be operators of livestock and poultry enterprises as owners, operators or extension workers. The Department includes a dairy farm, a swine unit and poultry plant. It has funds for a research program and the work being carried on in artificial insemination not only employs the most modern equipment and most thoroughbred stock, but is doing much to improve herds throughout the country.

The Science Department's courses include English and Mathematics as well as Science so as to provide a liberal education and the foundation of science necessary for training in the agricultural professions. It has a fund for basic research and collaborates with other academic institutions in research projects. It has the best herbarium in Central America, a well equipped chemistry laboratory and a newly installed biology laboratory. The English courses follow the text prepared by the bi-national center in Mexico City plus supplementary instruction so students can become proficient in conversation as well as able to read scientific literature. The Mathematics courses are likewise slanted towards solving practical farming problems arising in irrigation, drainage, land measurement, capacities, et cetera.

The University of Florida now gives the School's graduates 96 hours of credit towards its curriculum and allows them in as seniors to its School of Agriculture. Graduates have done well in Gainesville, perhaps since the system at the Escuela is not unlike the U.S. pattern of lectures and recitation periods.

About 50 students attend the lectures; half that many the seminars. A typical three hour credit course has three lectures and one recitation period, the latter used for discussion of the lectures, and for quizzes. As good textbook material in Spanish is limited, students have to rely mostly on lecture notes for homework study which they are expected to do in about 45 minutes per period.

The school day begins at 5:30 and the boys are in the fields at 6:30. At 10:30 they come in, clean up, lunch, and are at afternoon classes from 12:15 to 4:30. The sports and recreation period lasts from 4:30 to 6:00. After supper, the boys study in their dormitories from 7:00 until 10:00.

Afternoon classes and homework are coordinated so that they teach the theory pertaining to the field or laboratory work being carried on in the morning. Grading of field work is accomplished by periodic quizzes and written assignments for individual or group projects, as well as daily notes made by instructors on the actual work output of each student.

The Students

Rather than frightening prospective students away with such a tight curriculum, it attracts them. However, up to this year only about 50% of those who entered the School graduated. The Director expects the drop-out rate to decrease since the personal interview system was inaugurated three years ago. With 12 or more applying for each position the School can be particular about its choice and is becoming increasingly experienced in getting the right students. The School sends its professors to 14 countries to give competitive examinations and a standardized oral interview to those who pass the written exams. To qualify for the examinations candidates must be native born citizen of a tropical, Spanish-speaking Latin American republic. He must be a bachelor between the ages of 18 and 21 and must be able to pay for his transportation to Tegucigalpa and a small matriculation fee. He must have a satisfactory statement regarding his comportment and proof that he graduated from high school. Students with university education are not eligible, partly because of the disrupting political influence they introduce to the campus.

The standardized personal interview form consists of ten questions which the examiner must ask the candidate. While replying to the questions, the candidate is also marked on neatness, manners, appearance and attitude.

If successful, the students may receive from the Honduran Government the right to a special three-year visa for entry to the country. From the School they receive a Standard Scholarship which covers almost all expenses except their travel, medical examination and matriculation. For three years, a boy will normally pay less than \$200 for the last; his personal expenses are minimal, including only such things as toilet articles, eyeglasses, and expenses incurred while away from the campus. An additional scholarship is available for students after their first semester which covers these costs. Outstanding graduates each year receive scholarships allowing them to continue studies abroad. Most have gone to the University of Florida, but students are free to select their own institution. Two scholarships were set up by the United Fruit Company and eight by the Rockefeller Foundation, each having a value of \$1,900 a year.

Discipline, both social and mental, is strict. Grades are ranked from 4 (excellent) to 0 (failing), with a 1.8 average required for graduation. For infractions of scholastic or other rules, the scholarship may be revoked and the student asked to return home. All courses must be passed although a student may take one make-up examination if he fails a final examination the first time. Only a diploma certifying satisfactory completion of the three-year course was given until 1959, when the title of "Agronomo" was awarded.

There is no formal student counseling but since staff members are drawn as much as possible from the same countries as students and since they live on campus, their friendship and understanding is available. Evidently few personality problems arise and most are easily resolved.

A six-man Student Council provides liaison between the student body and the Director. Two students are elected from each class, but to be eligible to serve they must have a clean department record and maintain a 2.0 average in class and field work. The Council concerns itself mainly with the extra-curricular activities of the School, but may be invited to discuss other issues with the Director.

Free medical and dental care is available either in Tegucigalpa's best hospital or in the School's 4-bed clinic, which is staffed by a full-time doctor and assistant. A dentist who practices in Tegucigalpa visits Zamorano bi-monthly.

The School has no religious requirements for entrance or attendance, but maintains a chapel in the Library building. Since most of the students and staff are Catholics, a priest is invited to counsel members and to conduct services each weekend.

Recreation in the form of sports, movies, dances and a school orchestra are promoted by the staff and appreciated by the students. The School boasts of vigorous programs of soccer, baseball, basketball and swimming for which coaches and facilities are provided. Inter-scholastic competition comes from schools in Tegucigalpa or neighboring Central American countries. In addition, students can enjoy horseback riding, hiking, and fishing.

The Alumni.

From the first graduating class in 1946 to the present, the demand for graduates from the Escuela has been great. They have been hired by the various government agricultural agencies in Latin America, commercial firms dealing in agricultural products and by managers of large estates.

The School has graduated about 600 men and all but one percent are now working in some phase of agriculture. The number who hold important government positions increases continually. It is in government positions that graduates are best able to disseminate the practical teaching methods of the Escuela Agrícola Panamericana to the hemisphere.

To keep graduates up-to-date with the progress in agriculture or at the School, a bulletin called "Zamorano" is sent to them twice a year. In addition, the School publishes a scientific journal called "Ceiba" which prints technical papers in the broad field of biology and related subjects. "The Farmer's Handbook", written by staff members as an extension service, supplies Central American farmers with useful, up-to-date information about crop improvements.

Future Plans

Future plans for the Escuela Agricola Panamericana will depend partly on whether the Trustees will accept the trimester system already described. If so, enrollment can be increased from 160 to 225, but the study of the costs involved had not been completed at the time of my visit, nor had the details of how the School would shift from one curriculum to another been resolved. A larger enrollment would mean additional expenses for clothing, books and food plus the building of a new dormitory to house 60 or more new students. The United Fruit Company's decision to decrease its financial assistance will undoubtedly affect the School's future plans. The trimester, however, should over the years result in greater efficiency, fewer expenses and less waste of human resources. At the present time, the School must accept about 76 freshmen in order to graduate 50 students at the end of 3½ months. Under the new system, it foresees taking in only 65 students in order to graduate 46 in 3½ months.

The plan may also mean that the School would be recognized by the Southern Regional Accrediting Association so that graduates could be awarded the equivalent of a Bachelor of Science degree. Easier admittance to U.S. graduate schools would thus result and the spreading of U.S. research and agricultural teaching methods would then be at least one by-product.

The success of this School in Zamorano is so conspicuous that private and public support should be given not only to it, but also to any efforts to establish similar schools in other parts of the hemisphere. As the 600 graduates of the School assume more prominence in the governments of their countries, it may be assumed that they will attempt to promote such undertakings. The benefits would be great and long lasting; it is hoped that encouragement and assistance would be given so that their efforts may soon become productive.