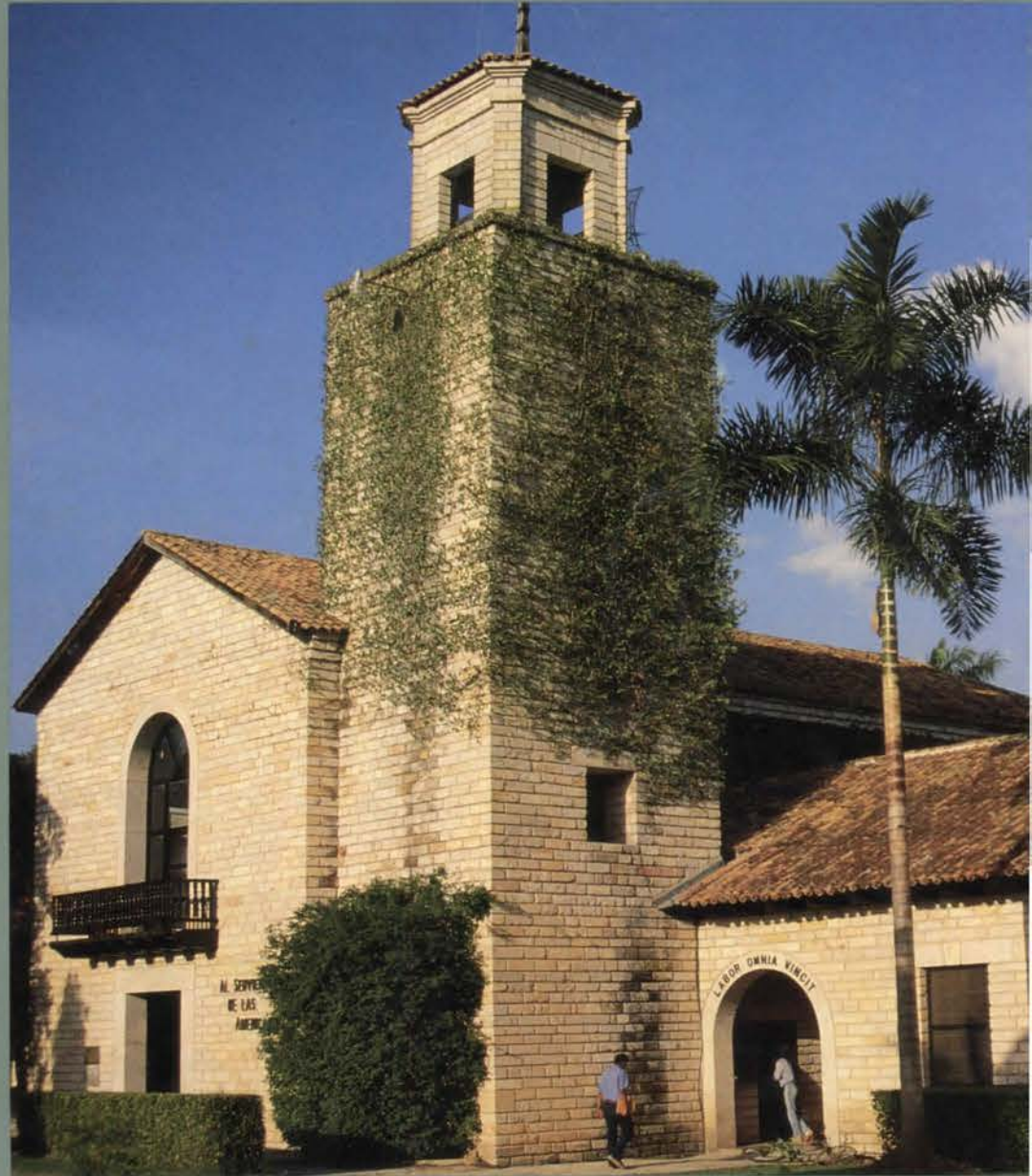



Escuela Agrícola Panamericana

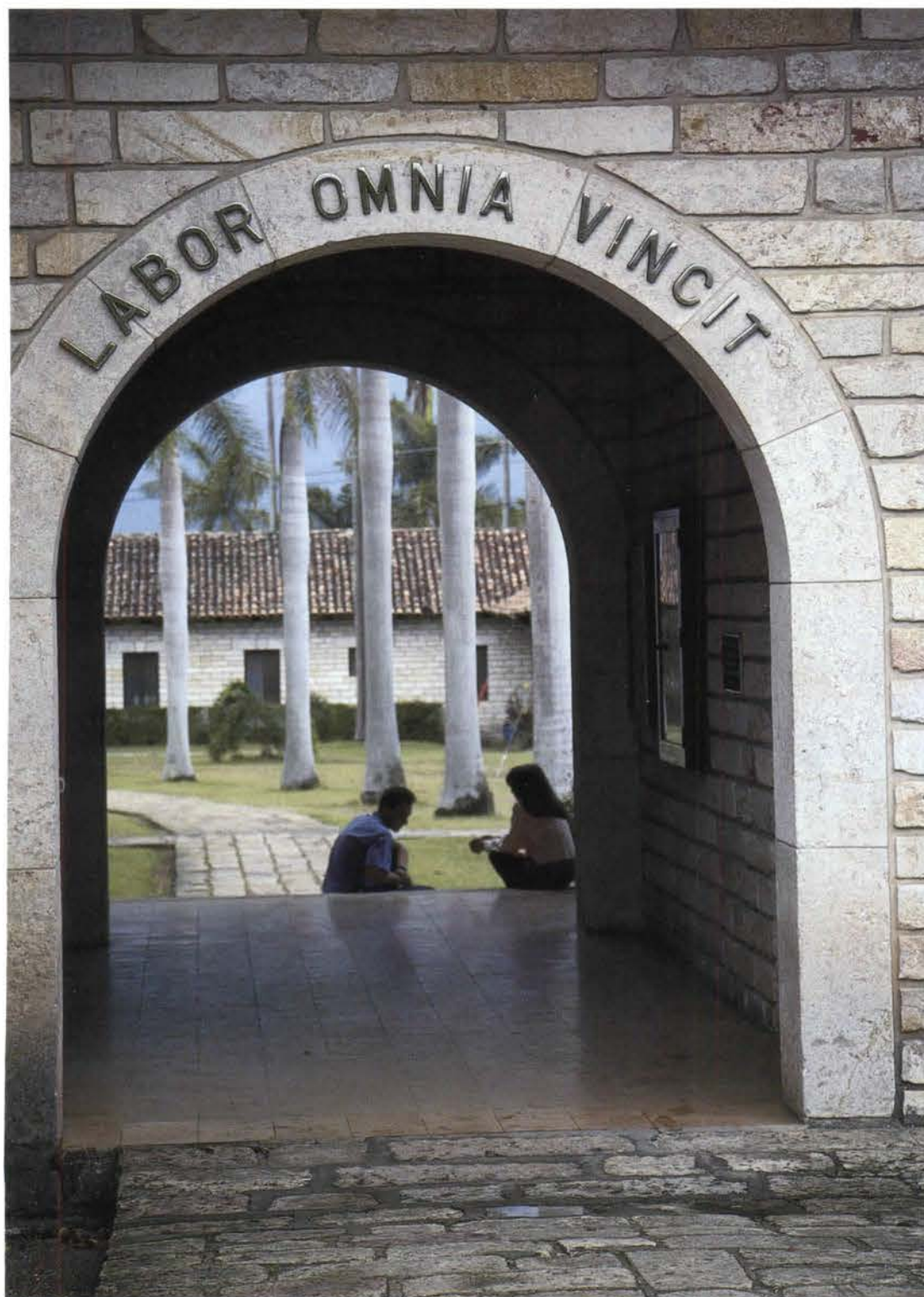
Zamorano





*“Because of the features which make
Escuela Agrícola Panamericana unique,
it has, in our opinion, an excellent chance
for success at the ambitious job it is at-
tempting, a job which is fundamental to the
future stability of this hemisphere.”*

—Doris Zemurray Stone, in a
1960 letter to prospective
supporters.



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Cover photography by David Kim.

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ESCUELA AGRICOLA PANAMERICANA
APARTADO 83
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During the day, the picturesque, palm-treed campus of Escuela Agrícola Panamericana (Zamorano) is an expansive stage for bustling activity. Students greet the dawn in large, rubber work boots. As some milk cows, others plow fields, or pile into vans bound for small farms in the highlands. Come nightfall all is quiet again. This is what Zamorano is all about: a learning experience and hard work in a reliably stable and disciplined environment.

Within Latin America's sometimes

unpredictable political environment, Zamorano's continuity and stability has been crucial to the school's continuing ability to educate the region's future food producers and leaders. Zamorano is considered by many



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Zamorano lies in the scenic Yeguaré River Valley.

to be the most successful university-level, agricultural institution in Latin America.

The school's 15,000 acres (6,800 hectares) lie in the Yeguaré River Valley, 25 miles east of Tegucigalpa, the capital of Honduras. The original property was called "Zamorano," by



EAP FILES

which name the school came to be known. The institution's lush mosaic of farm plots rose, some 50 years ago, from uncultivated land covered with mesquite brush. What emerged from the fledgling school was a spirited determination, among students and faculty



alike, to bring new hope and agricultural competence to the troubled region and its people.

This original determination still holds true today. The mission of the Escuela Agrícola Panamericana (Zamorano) is to improve the standard

of living in Latin America by providing high quality, university-level education, based on the principle of learning by doing, in agriculture and related fields.

Zamorano students and faculty strive to bring new hope and agricultural knowledge to Latin America.

Academic Agenda

The Zamorano curriculum is geared toward graduating students with immediate professional competence and leadership ability. Zamorano graduates embark with the training and credibility necessary to obtain bank loans, if they need them, to start their own farms, to become employers and to become active food producers, as they so choose.

Some 85 percent of Zamorano's graduates now work in the private sector. In addition, most of those who have gone on to work for the government also maintain their own farms.



NED RIMER

Second-year students learn to harvest fish.



DAVID KIM

The curriculum combines hands-on training...

The Curriculum

Zamorano's *Agrónomo* program requires students to complete 33 months of dawn-to-dusk training, equally divided between the field and classroom. This intensive schedule compresses into three years the equivalent of what would be 4 1/2 years of university education in the United States. The program also includes practical, field-work "modules" not seen in other colleges today.

During each of the three 11-month periods, students focus on a different area of agriculture, beginning with horticulture, then agronomy, and finally animal science. The days begin with a 5:00 a.m. wake-up bell. While some first-year students work in large vegetable fields, second-year students drag nets through fishponds, or use machetes and hoes to weed and cultivate field



EAP FILES

...with classroom studies.

crops such as corn, beans, sugar cane, rice and sorghum. Third-year students might milk cows, or learn to cut meats in the animal science laboratory.

The curriculum also includes basic sciences like botany, physics, chemistry, mathematics, agricultural administration, management and engineering, as well as practical specialties like computer training, forestry, fisheries, natural-resource management, conservation biology and English as a second language.

An additional year in the *Ingeniero Agrónomo* program gives Agrónomo graduates the opportunity to specialize by exploring their particular interests in animal science, agricultural economics, plant sciences or natural resource management. As in any graduate program, Ingeniero Agrónomo students work on their own projects, and must

present and defend a thesis. Students may opt to complete their Ingeniero Agrónomo degree in two work/study years, incorporating a school-related service with their studies. Combined with their Agrónomo degree, Ingeniero Agrónomo graduates receive the equivalent of six years of formal education in any U.S. college of agriculture. Many of these students go on to obtain graduate-level degrees in the United States.

The Faculty

Zamorano's multi-national faculty is composed of some 65 specialists, including a greater concentration of Ph.D's than are found in most agricultural schools in Latin America. The student-to-professor ratio is approximately 10 to 1.

“In order to produce food, it is necessary to leave your offices and become part of the fields, dirty your hands and sweat. This is the only language understood by soil and plants.”

—Dr. Norman Borlaug (1972 Nobel Prize winner)

The Farm

Zamorano is, essentially, a large working farm where students are responsible for the production. Zamorano teaches students to overcome fear of failure by giving them the opportunity to make mistakes and learn from them. All students are encouraged to develop the farmer’s persistence and lifelong habits of honesty, hard work and personal confidence.

At the dairy plant, students help produce milk, butter, yogurt, ice cream, sour cream and 15 types of cheese. In the meat science laboratory they make frankfurters, sausages and other processed meats. At the food processing plant, they turn out jellies, marmalades,

salsas, sauerkraut, and pickled okra and beans. Most of the food supplies the campus dining hall, or is sold, along with ornamental plants, at the campus store or in Tegucigalpa. In addition, the agronomy department also produces about 38 percent of the certified seed for Honduras.

The students thus learn to participate in funding their own education. Much like farmers, they produce the food for their plates, and excess production is sold to help support the school’s operation. In the meantime, they are participating in the most essential element of Zamorano’s educational philosophy: “learning by doing,” the tenet upon which the institution was founded in 1942.



DAVID KIM

Seedlings are cultivated for sale and school use.

Zamorano is a working farm run by students.



T. ALBORNÓZ



The dairy plant produces 15 types of cheese.



DAVID KIM

International Community

An international quality pervades Zamorano. Not only does the student body represent some 15 different countries, but the farm itself abounds in tropical varieties of animal, insect and plant species. There are Asian water buffalo, African tilapia fish, California worms, Italian bees, European cattle, African grasses, and fruit varieties from many countries.

Research and student exchange programs also link Zamorano with many institutions throughout the world, including Colorado State University, Cornell University, the University of Florida, Kansas State University, Oxford Forestry Institute and others.


Research

Zamorano specialists conduct research with other universities for the benefit of the school, the local community and the international agricultural community. In one project, students coordinated efforts with the University of Florida on crossbreeding African and Italian bees, combining the University of Florida's interest in genetics with Zamorano's interest in honey production.

At Zamorano's Department of Crop Protection, entomologist Keith Andrews researches Integrated Pest Management, including biological alternatives to pest control — "using good critters against bad critters." One experiment involved releasing over 1 million wasps from Jamaica to successfully deplete a destructive insect population. The department's Mobile Diagnostic Center visits farmers in need of pest-related assistance.

The farm hosts an international variety of animal, insect and plant species.





How it all Began

At the time of Zamorano's inception, the president of the then United Fruit Company was Samuel Zemurray. He was a Russian immigrant who came to the United States around 1889, at the age of 11. Infatuated with fruits rarely seen in Eastern Europe, Zemurray started a small business in 1895, selling bananas out of Mobile, Alabama. The business earned him a small fortune by the time he was 21.

In 1905 Zemurray settled near Puerto Cortés on the northwest coast of Honduras. He established the Cuyamel Company, which was bought out in 1930 by his large competitor, the United Fruit Company. With the sale profits, Zemurray slowly and quietly acquired UFC stock. Legend says, one day as a UFC board meeting was ending, Zemurray raised his hand from the back of the room and politely announced his majority ownership of the company.

Zemurray met Wilson Popenoe soon after becoming president of UFC. Banana crops in the tropics were struggling under years of Panama disease devastation. U.S. government scientists

had advised UFC to consult Popenoe, who had been working for the USDA Bureau of Plant Introduction as their "plant explorer."

In 1926 Popenoe had helped establish UFC's Lancetilla plant introduction station in Honduras. He acted as an adviser and as a kind of trouble-shooter for UFC, exploring and locating new lands and sites for banana plantations.

Popenoe was a self-taught man without a great deal of formal education. He knew about the tropical world and about Central America and its needs. Zemurray admired Popenoe's innovative spirit and practical flair. So when UFC decided it was time to do something constructive to help Central Americans — to give something back to the region that had brought UFC considerable profits — Zemurray immediately contacted Popenoe.

Together, they decided that what the region really needed was an entirely practical agricultural school to educate and invigorate the human resources of the region. At no expense to themselves, the students would receive training which would enable them to assist in the development of their countries.

"I don't think anyone envisioned anything like what this school has become. Wilson Popenoe, who started Zamorano for the United Fruit Company, had the idea that what these countries really needed was a school of agriculture that was completely practical; that the students should learn by doing. But how he was going to create this thing, he didn't know."

— Dr. Simón E. Malo, the director of Zamorano, 1992.

Zamorano Takes Root

In early 1941 Zemurray handed Popenoe a check and told him not to return until he had established a “fine school of agriculture.” With the help of Zemurray’s daughter, Doris, Popenoe searched for an adequate location, focusing on Zemurray’s favorite country, Honduras.

However, after weeks of roaming the highlands for property, Popenoe came up empty. Doris Zemurray wrote to Gen. Tiburcio Carias Andino, the strongman of Honduras, that if they

could not find land they would go to Costa Rica. Considering historic rivalries between the two countries, the general would be sure to help. Carias immediately sent this message to his minister, Juan Manuel Galvez: “Tell [them] we will provide the land.” The 2,000-acre “Zamorano” farm that UFC subsequently purchased belonged to Mrs. Carias Andino.

The climate and soil were ideally suited to the school’s purpose, as it resembled the majority of small farm-lands throughout Latin America, with a



Popenoe’s unique system for teaching agriculture emphasized that students should learn by doing.

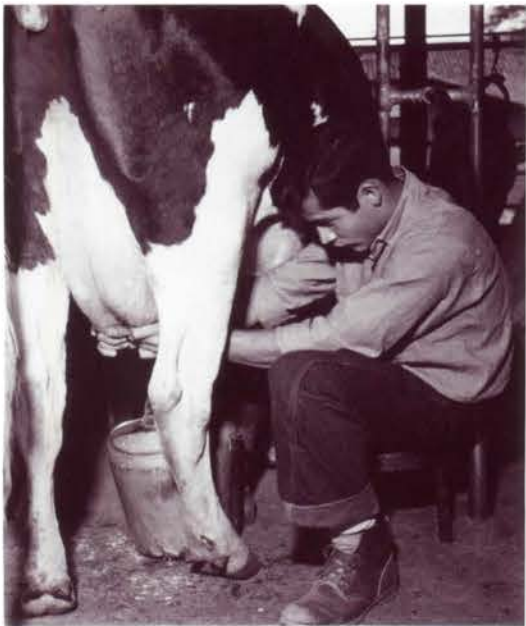


PHOTOGRAPHS BY NEIL MACLELLAN, 1960

considerable rainy season and medium quality soil.

Escuela Agrícola Panamericana was founded in 1942 with the authorization and support of the government of Honduras, and was incorporated as a nonprofit institution in the state of Delaware. Until 1958 the school was entirely financed by UFC. Company policy forbade hiring any Zamorano graduates so as to avoid turning the school into a UFC training forum, which would detract from the goal of benefiting Central America in general.

Popenoe and close collaborators, such as Henry Hogaboom and Walter Turnbull, provided strong leadership to the school for the first 16 years, surrounding the fledgling institution with well-known scientists in agriculture, biology, botany and education. They determined that teaching practical skills was the primary objective, and designed the initial academic program around the concept of *aprender haciendo* (learning by doing). *Labor omnia vincit* (work conquers all) became Zamorano's philosophical foundation. Students



would work half of the day in the fields and spend half of the day attending classes. It was a unique educational system, which many institutions have come to emulate.

In the first few years, Zamorano went to the rural communities to entice students with full scholarships. One of the early recruiters was Doris Zemurray Stone, who spent days on horseback riding from town to town. The first students cleared the land by hand and built most of the structures and fences.

The school covered the students' basic expenses like food, housing, dental and medical services, clothing and books.

By 1946 Popenoe was able to attract bright young scientists like L. O. Williams and Archie Carr, who later became leaders in the conservation movement. Zamorano's innovative thinking and agricultural enthusiasm began gaining worldwide attention among educators, agriculturists and the parents of potential students.



NEIL MACLELLAN

Early Schooldays: Memories of one of Zamorano's first students:

Roberto Garcia, nicknamed "El Toro" (the bull), graduated in 1950 with Zamorano's fifth class. He has worked at Zamorano for 40 years, currently overseeing one of the school's farm properties called RAPACO. Gazing over the farm, El Toro says, "All this that's clean was done by hand; by hard work. Students built the fences — everything." He goes on to speak of the early days:

"There have been many changes since I enrolled in 1947. A high-school degree was not required then — most had only elementary-school backgrounds. All the students received complete scholarships from UFC. Sixty people started in my class, and only 30 finished.

"There was no way to get fertilizers or pesticides. We rotated the crops every year. There were hardly any machines — just an old tractor. That's the big difference. Everything was done by hand and oxen. We baled hay with machetes. United Fruit Company donated many machines, but they got stuck in Guatemala, literally — stuck in the mud, because it was during the war. Popenoe had to go personally to get them.

"The dorm floors were made of brick clay. There were no radios, nor much electricity — just a little bulb. Instead of white sugar, we used brown sugar and molasses. And the farm produced only a few items for sale; basically just enough to feed ourselves."



Garcia and the other first students cleared away the rocks and began cultivating the land.

Expansion

Zamorano grew slowly until 1979 when it entered a period of extensive expansion and improvement under the leadership of Dr. Simón E. Malo, a Zamorano graduate (1954) who had been a professor with the University of Florida. Dr. Malo gathered an outstanding team of professors and personnel, adding 32 teaching positions and 110 courses. Field lab modules were enhanced and research activities escalated. Graduates of the Agrónomo program increased

from an average of 65 to 140 a year.

Zamorano's property also expanded to 15,000 acres (6,800 hectares), including the 2,400-acre Uyuca cloud forest the Honduran government declared, in 1985, as a biological reserve under the school's supervision. Today, Zamorano and the University of the Philippines (in Los Baños) are the only two colleges outside the United States to earn, because of their quality and size, a chapter of Gamma Sigma Delta, the U.S. honor society for agriculture.

As the school's reputation grew, so did its faculty and student body.



EAP FILES



Women were first enrolled in 1981.

T. ALBORNOZ

In 1981 Zamorano changed to a coeducational system, responding to the increasing number of women going into agricultural careers in the tropics, and the recognition of women's vital role in farm production. Women have since accounted for 10 to 12 percent of the student body.

The fourth-year Ingeniero Agrónomo program was established in 1987, and is currently graduating some 70 students a year.

"We have had to look at the condi-

tions today, look at our needs, the competition and try to improve a system that was already quite good," says Dr. Malo. "It is now, probably, one of the best in the world. Zamorano's rigorous system forces the students to look for innate talents within themselves. I don't think there is any institution in the world that transforms people so fast and so thoroughly."



Zamorano is the only Latin American college to earn a chapter in the U.S. honor society for agriculture.

T. ALBORNOZ

"We do not only teach agriculture, we transfer it personally in such a way that the students feel it, live it and actively care about it. The school exists for its students."

— Dr. Malo

A Word from Today's Students

At mealtimes the dining hall echoes with the varying languages of some 15 different countries. On average, about one-third of the student body hails from Honduras, one-third from other Central American countries and one-third from South America. These students of widely diverse nationalities lay down whatever indigenous rivalries they might bear when entering the school's cooperative, international community.

At Zamorano, every student wears the same blue uniform, and every student is required to do the same work, regardless of nationality or social and financial background. The diversity within field groups provides a tremendous learning experience as students work side by side with individuals they might otherwise never have come to know.

The students also share a common goal in their desires to assist their native lands struggling with burgeoning populations and rural abandonment, among other problems. Zamorano brings together cultures and people, and graduates a quality of student committed to improving the region. Some

students speak of their goals and their impressions of Zamorano:

- "My country is very beautiful; mountains and valleys. They have a lot of land but they are not using it the way they could. That's why I study agriculture. When I graduate I will go back to help my people." — Cecilia, Bolivia
- "I have benefited greatly from the knowledge shared with me by Zamorano graduates and it would be the greatest satisfaction to be able to do the same once I graduate." — Nectali, Honduras
- "The practical application of what we learn first in theory is immediate, and this is what guarantees learning and gives me the experience."
— Joffrey, Ecuador
- "In my city I know some Zamorano agronomists who have their own businesses, while others work with the government in the Department of Agriculture.... People who have graduated from the college have excellent professional preparation and are very skilled in their work. The studies are not easy. You have to be disciplined, responsible, dedicated to your studies and work hard." — Héctor, Panama



1991 Fire Brigade.

T. ALBORNOZ



DAVID KIM

Students work side by side, regardless of national or economic differences.

- “My parents are extremely hard-working people who have tried to make all of their children the best they can be. My main wish is to graduate from this prestigious school and to be able to teach, perhaps at this school.”

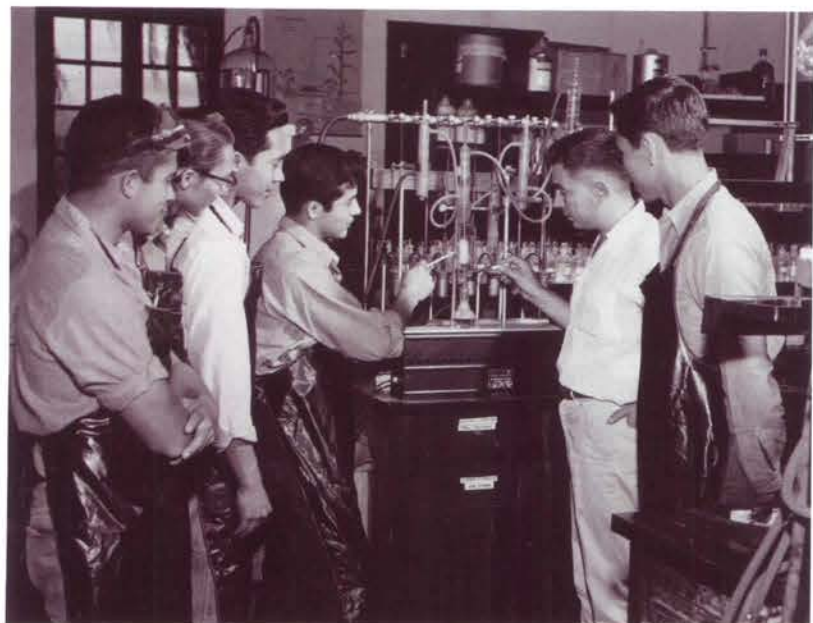
— Carlos, Honduras

- “My country, El Salvador, is a small country with many problems which needs educated people to work to ensure it returns to life. The destruction of trees, for example, is just one problem which has brought an entire chain of

difficult, yet not impossible, situations to resolve.... My experience has been good, although it takes a while to get used to the work, the studies and the feeling of being far from your family. I’ve always believed ‘everything good takes work.’ ... The Zamorano education is excellent. You learn about everything: how to be useful to society, to the world around us. We women at Zamorano have the opportunity to show our ability, perseverance, and to succeed in a world which is a little difficult, but not impossible.” — Carla, El Salvador

Admissions

Zamorano’s best advertising is its alumni, in conjunction with the school’s prominent reputation within agricultural circles. The active alumni association, which has chapters in more than 15 nations, assists in interviewing applicants and giving entrance exams in their resident countries. Alumni also help organize scholarships for new students and help support their alma mater in many ways. About 70 percent of Zamorano students receive scholarship support. Tuition covers all student needs, including education, food, lodging, uniforms, laundry facilities, and library services, among other things.



Zamorano students graduate with the technical and practical training they need to make a difference.

NEIL MACLELLAN

Alumni

When one of Zamorano's first students, Marcel Laniado, graduated in 1949, he was so poor Zamorano had to fund his flight back home to Ecuador. Laniado went on to become a banker and then Minister of Agriculture, and is currently president of the largest bank in Ecuador, Banco del Pacifico. He has returned several times to visit and support his alma mater.

Very few other institutions in Latin America can claim to have transformed so many of its alumni into dedicated and talented citizens. There are currently over 3,000 Zamorano graduates throughout more than 20 countries. Among the alumni, 25 have become ministers or vice-ministers of agriculture in their respective Latin American republics. Other prominent alumni include bankers, scientists, professors and university presidents. A few of Zamorano's alumni are briefly profiled here.

Moises Cal (EAP 1977, Belize). Cal was Director of the local school of agriculture for nine years, and greatly improved its system and funding. He currently works for USAID in agricultural development in Belize.

Manuel M. Martinez (EAP 1951, El Salvador). Martinez, a well-known conservationist and “pesticide man,” writes a weekly column for the San Salvador newspapers, influencing farmers and the agricultural industry.

Mario Nufio (EAP 1955, Honduras). In cooperation with the World Bank, Nufio set up the Central Bank’s office to provide loans to small farmers and ranchers, now the most effective and long-lasting agricultural program in Honduras. He later became the Honduran Minister of Natural Resources.

Lucía Ruiz (EAP 1985, Honduras). Ruiz founded a small, weekend agricultural school for elementary-school children. The program complements the children’s weekly studies with practical, hands-on training in cultivating vegetable gardens.

Manuel Ruiz (EAP 1962, Peru). Ruiz, long associated with Interamerican Institute of Agricultural Cooperation, has helped organize programs for minimizing the damage to forests by cattle ranchers and small farmers.

Elias Salame (EAP 1961, Bolivia). Salame is one of the most influential technical foresters in the Bolivian lumber business. He actively advocates less-destructive approaches to tropical forest exploitation.

Eduardo Salazar (EAP 1967, Colombia). Salazar was co-manager of Bogotá’s *El Tiempo* newspaper. He continually promotes the importance of providing agricultural news to both rural and urban sectors.

Guillermo Vargas (EAP 1965, Costa Rica). Vargas has been the President of Congress for several years. He has helped pass laws establishing national parks and biological reserves which have made Costa Rica a conservation and environmental leader in Central America.



Outreach programs enable students to learn from local farmers while helping farmers with agricultural problems.



DAVID KIM



DAVID KIM

Importance to the Region

Zamorano believes that well-trained human resources are the most important asset — the real wealth — of a region or country. The school has also recently increased its outreach efforts in response to the immediate and pressing needs of the surrounding communities and the land that is their livelihood.

Outreach

One of Zamorano’s many community efforts is its Rural Development Program (RDP), which enlists the assistance of both students and graduates. The goal of RDP is twofold: to improve the way of life of small farmers within the local area and to incorporate the needs and conditions of the environment into the teaching, training and research activities of the school.

Extension agents, who are all Zamorano graduates, reside in the local communities. The agents serve as bridges between the communities and the school, introducing new ideas to the farmers and helping to implement the technology. Agent-supervised “modules” bring Zamorano students to the farms to work hand in hand with the farmers to help solve their problems,

and to form an understanding of rural conditions and attitudes.

According to RDP head Raúl Zelaya (a Zamorano graduate), RDP started solely as an agricultural development program. “But it’s hard to just do that. It’s all connected with other factors like nutrition, health, education. Only 1 in 3 Honduran subsistence farmers can read.” Among RDP’s many additional efforts are the Literacy Program, house construction projects and the Rural Schools Program. Zamorano outreach agents apply their learning-by-doing philosophy when working with the rural elementary-school children.

Environmental Commitment

“Eighty percent of the forest destruction in Latin America is due to poor farmers looking for different ways of feeding themselves and their families. It’s all due to the population pressure.” — Dr. Malo

The tropical American region is one of the world’s richest ecosystems in species diversity. However, population pressures and struggling economies are leading to the destruction of forest, land and water resources far exceeding natural renewal rates. During the annual dry season, uncontrolled forest fires in Honduras alone destroy over \$3 million worth of



potential forest products.

Since Zamorano initiated the Uyuca Biological Reserve cloud forest in 1985, students have planted more than 200,000 trees, including 75 new species. One species is the much researched insecticide-producing neem tree. This tree is not only good for firewood, but also grows well in poor soil. Zamorano encourages small farmers to plant and replant the neem tree (and other species) in private and community wood lots, in order to lessen random forest destruction and provide useful chemicals for integrated pest management.

Also on Zamorano's agenda is a program to bring urban children to the cloud forest to show them where their water comes from. The college believes it is critical that these children — the voters and consumers of the future — understand what is happening to their water sources and the entire ecological system.

Regional Influence

Agriculture is the economic lifeline of the hemisphere's tropical regions, representing about 80 percent of the region's gross production, and providing employment to about 45 percent of the economically active population. The

need for increased food production grows more critical as growing populations flood the cities, leaving fewer and fewer rural farmers to produce the food. The strain on the land is significant.

As one of Zamorano's founding priorities, preserving the region's resources while expanding its economic potential remains at the forefront of the school's efforts. While offering its farm as an example of ecological awareness, Zamorano also actively extends its influence toward the betterment of the region in the following ways:

- Protecting natural resources through training, extension and direct intervention.
- Creating jobs through graduates' entrepreneurial ventures.
- Modernizing farming methods by developing and introducing new technologies.
- Diversifying agricultural products to improve diet and invigorate the soil.
- Improving production efficiency and reducing post-harvest losses.
- Introducing new knowledge through agricultural research.
- Developing an awareness of the problems surrounding population growth.

Continuity and Stability

At the heart of Zamorano's prominence among Latin American colleges of agriculture, is the school's continuity and stability — its internally maintained and unwavering ability to provide educational excellence year after year. By controlling 90 percent of its own funds, Zamorano maintains virtual financial and political independence and self-sufficiency, and can continue

to teach despite surrounding political or economic influences.

The 25-member Board of Trustees, including five Zamorano graduates, sets policy and monitors financial planning and other aspects of the school. Expenditures for the operation of the school, the farm, and required improvements are funded by a broad base of private and independent sources. Donations from corporations, foundations and individuals are a vital source of Zamorano funds.



T. ALBORNOZ

With continuity and stability, Zamorano provides an unwavering level of educational excellence.

Donors

Over the many years since Zamorano was founded in 1942, the school has been fortunate to develop a large family of supporters that include numerous governments, multinational corporations, private foundations and citizens of Latin America and the United States. Here noted is a partial list of Zamorano's primary supporters. Zamorano is also grateful to its alumni and the many other individuals who, though not mentioned here, have demonstrated their confidence in the institution with years of generous support.

Corporations and Foundations

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ODA (Overseas Development Administration, London)
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Director for Development
Escuela Agrícola Panamericana
818 Connecticut Avenue,
N.W. Suite 700
Washington, D.C. 20006

Director
Escuela Agrícola Panamericana
Apartado #93
Tegucigalpa, Honduras

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