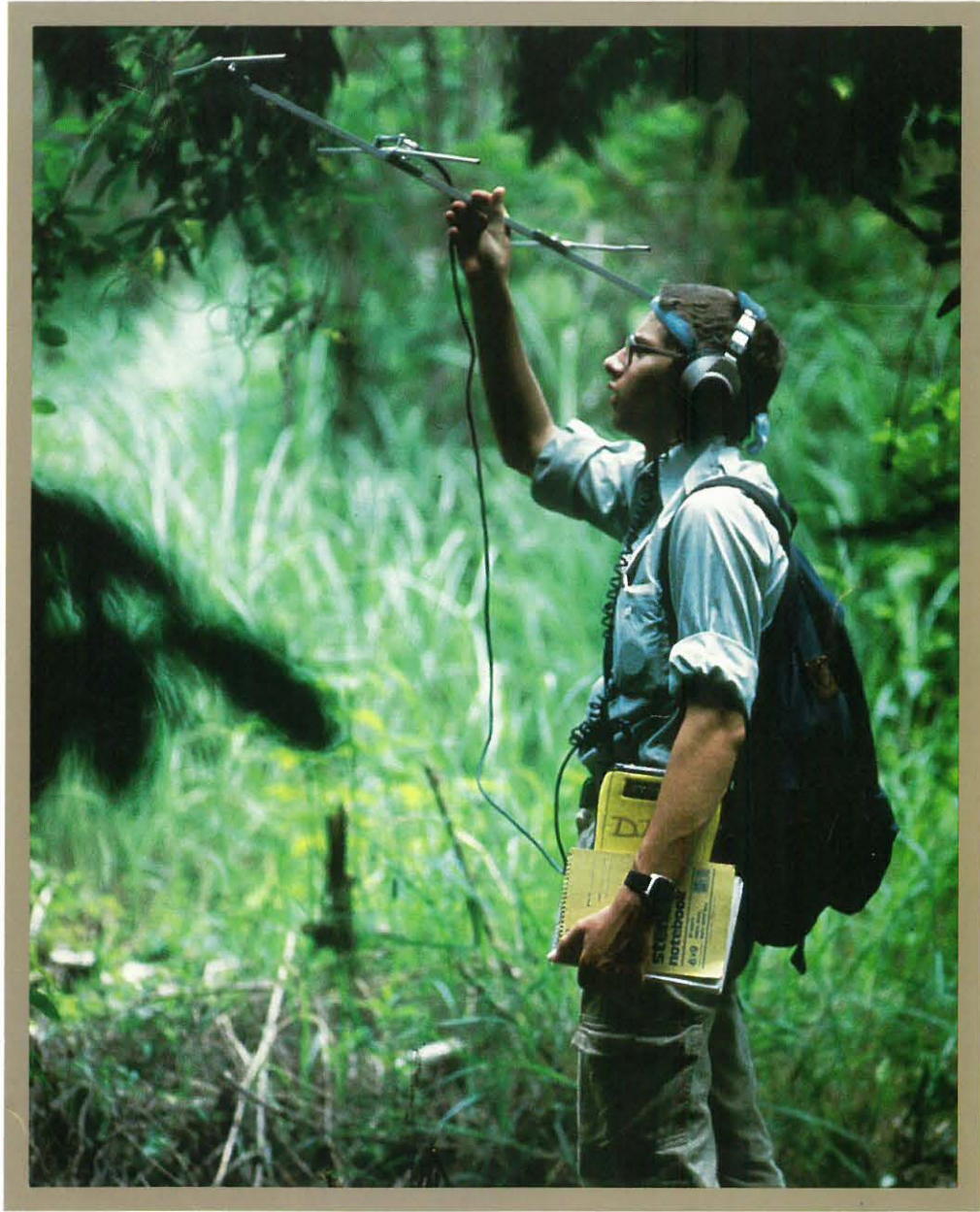


THE SCHOOL FOR FIELD STUDIES



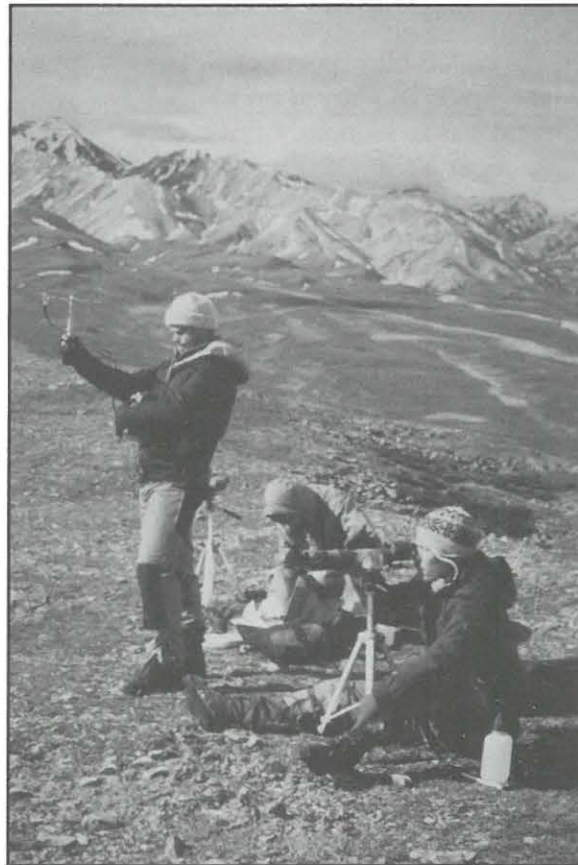
1986 Annual Report

1986 CURRICULUM

Program	Fall Semester	January Term	Spring Semester	June 16- July 15	July 22- August 20
SFS-AFRICA Wildlife Biology and Management-Kenya	Sept.14- Dec. 7, 1985		Jan. 3- Mar. 28, 1986		
Wildlife Management-Kenya				Level B	Level A
SFS-CARIBBEAN Marine Biology and Management-Virgin Islands			Feb 4- April 29, 1986		
Coral Reef Ecology- Virgin Islands		Dec. 27, 1985- Jan. 17, 1986		Level A	Level A
Marine Ecosystem Under Stress-Virgin Islands				Level B	
Ecology of Poisonous Fish-Virgin Islands					Level B
SFS CENTRAL/ SOUTH AMERICA Primate Biology and Behavior-Panama		Dec. 27, 1985- Jan. 17, 1986		Level A	Level B
Medicinal Botany: Discovering New Plant Medicines-Ecuador				Level B	
Deforestation: Tropical Rainforests-Costa Rica					Level A
Maya Archaeology-Belize				Level A	
SFS-EUROPE Reintroduction of Endangered Species: Alpine Ibex-Switzerland				Level A	Level B
SFS-NORTH AMERICA Population Dynamics of Harbor Seals-Alaska				Level A	Level B
Ecology of Bald Eagles-Alaska					Level A
Environmental Geology-Hawaii				Level A	
Acid Rain: Changing Aquatic Ecosystems-Adirondacks					Level A
Natural Resource Conservation-Alaska				June 6—August 22, 1986	
Dolphin Biology and Behavior-Gulf of Mexico				Level B: June 5-July 3 Level B: July 2-July 30 Level A: July 30-Aug. 26	
Humpback Whale Ecology-North Atlantic				Level B: June 5-July 3 Level B: July 2-July 30 Level A: July 30-Aug. 26	

THE SCHOOL FOR FIELD STUDIES

1986 Annual Report



(Photo: Jack Silva)

SFS Natural Resource Conservation Semester participants tracking movements of dall sheep in Alaska.

Cover Photo: Primate Biology and Behavior participant Siegfried Musser (Chicago, IL, University of California-Berkeley) using radio-tracking equipment, financed by the L.S.B. Leakey Foundation, to determine the range of tamarin monkeys in the Panama jungle. An alumni of the SFS Humpback Whale Ecology course in 1985, "Sigi" submitted his research results to the Westinghouse Science Talent Search and previously received regional honors as a winner in the NASA Space Shuttle Student Involvement Project.

(Photo: William McComas)

SFS is an independent non-profit, educational institution.

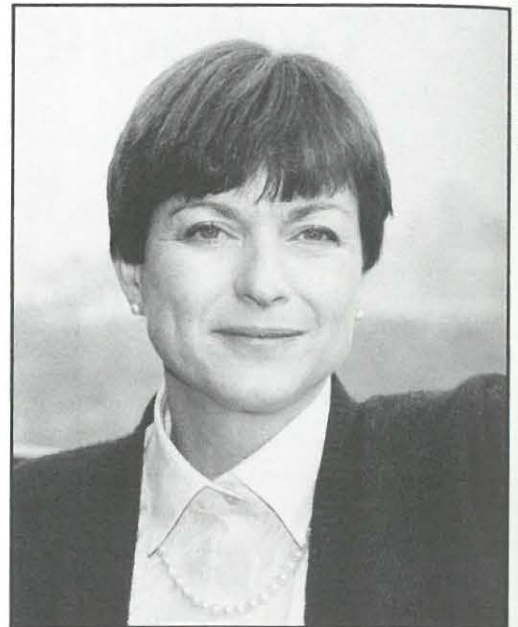
CHAIRMAN'S AND PRESIDENT'S REPORT

Growth has been the overriding theme of this past year, even more so than the growth of the previous five years since the School for Field Studies was founded. Not growth for only growth's sake, but to meet the needs of an increasing population of young people who sincerely want to make a contribution to the preservation of biotic diversity on this planet. For many young people across the nation, SFS is the best—and often the only—vehicle for beginning their serious efforts and education in conservation biology.

Some of the growth—which pervaded all aspects of SFS—is easy to document. Enrollment was up 35%; tuition and fundraising income up 45%; total fund balances nearly doubled; administrative staff increased 50% (almost all in the Program and Operations Departments). Harder, but perhaps more important to document, are the real gains in quality. The following pages will try to give a sense for the quality of our academic and scientific affairs, our student body, our faculty, our administration, and our increasing refinement of our vision—a picture of an organization coming of age.

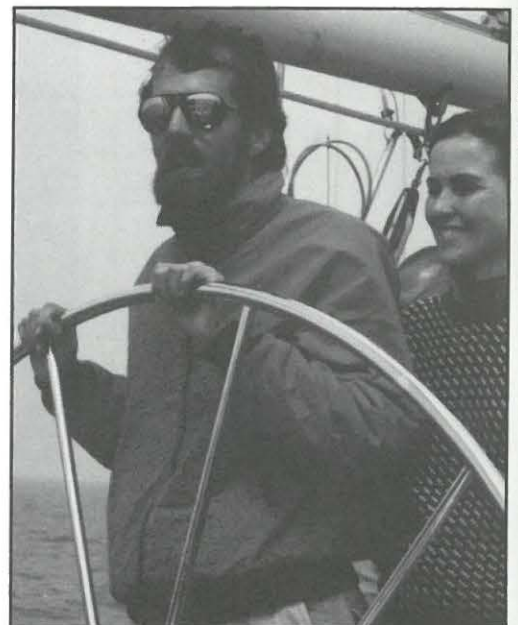
This is all the more remarkable in light of the national climate in which SFS operates: a declining student population, the tremendously greater competition for each charitable dollar, an increase in international instability, calls in academia for “back to basics” and the abandoning of educational experimentation, to name a few examples. Yet, SFS has been able to become the largest and most comprehensive academic institution conducting field courses in the environmental sciences in the nation.

Growth in the face of these forces has not been effortless. Countless extra faculty, staff and student hours going beyond normal expectations to push forward to a new level of excellence have provided the sweat equity for growth. Donors who gave until it hurt provided seed money. Everywhere we turn there have been great acts of kindness and generosity, often unacknowledged acts of individual heroism, for which SFS, the institution, is forever grateful. It is to those acts of selflessness that this report is dedicated.



Terry Herbert-Burns

(Photo: John Landon)



Jim Elder

(Photo: William Elder)

Terry Herbert-Burns

Terry Herbert-Burns
Chairman

James L. Elder, Jr.

James L. Elder, Jr.
President

BACKGROUND

SFS is a school which offers an accredited, experientially-based field curriculum in the environmental sciences. Through our research expeditions to unique ecosystems around the world, SFS seeks to provide young people with challenging, motivating educational opportunities that inspire their natural curiosity to learn.

Founded in 1980 by four of the current Trustees, annual enrollment has grown from 75 advanced high school and college summer students in 1981 to 550 students in summer, January and semester programs in 1987. An affiliation for the purpose of granting academic credit was established in 1983

with Northeastern University. An integrated five course semester for undergraduates, enabling the study of an environmental issue in depth as well as within the larger social, political and economic context was first offered in the Spring of 1985. Permanent campuses in Kenya and the Virgin Islands were established in 1985 and 1986 respectively; and a new campus in Australia is on line for 1987.

SFS's strong growth rate over the past six years is a vivid testimony to the natural need for programs that enable students to participate in the study of the world's natural resources issues in an exciting manner.

MISSION STATEMENT

In today's world of limited natural resources and accelerating technological change, appropriate management of our environment is emerging as a top international priority for the future well-being of mankind. But without an understanding of the complex relationship between development and resource conservation, society will not make the rational choices necessary to maintain and hopefully improve the quality of life we now enjoy.

One of several major hurdles to overcome in improving this understanding, is to address a widespread environmental illiteracy at an age when people are still forming the basic tenets of their outlook on life. Thus it is critical that we find ways to inspire and assist young people—particularly those destined to be the leaders of tomorrow—to make environmental problems their own.

SFS offers vigorous academic, scientific and practical experiences leading to a realistic understanding of the nature

of these problems. SFS programs are designed to be a regular component of a liberal arts undergraduate education. One month summer field courses and twelve week, five course semester programs offer bright, talented students from varied educational backgrounds the opportunity to study and participate in the resolution of environmental problems.

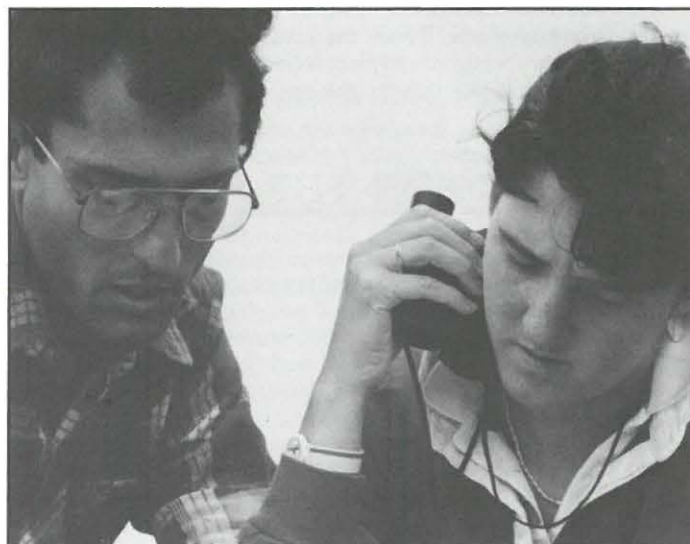
Few colleges or universities can afford to offer a range of ongoing field opportunities; and the few undergraduate field research assistantships available are extremely competitive. Thus, students with little or no scientific background cannot test out the career of a field scientist; students who are biology or environmental science majors often cannot get field training before they graduate; and students who simply are intrigued by environmental issues and would like to invest some time studying them, have no practical experiences available to do this. The mission of SFS is to meet these needs.

PRIORITIES

A great deal of our success can be attributed to an unusual ranking of operational priorities for resource allocation. These are:

1. Maximize the Faculty/Student Quality & Quantity of Contact:

The learning process is primarily a "contact sport", transferring understanding as directly as possible from one who knows to one who wants to know. Therefore our intention is to continue to refine our own understanding of who and what makes the very best teachers, to train them further, to keep faculty/student ratios extremely low (currently 1 to 7, not counting teaching assistants and interns), and to have faculty available and involved on as close to a 24 hour-a-day basis as possible. It is the primary role of the administration to properly support the faculty. The administration must guide and lead the faculty with substantive and appropriate policy; and back them up with the financial, human, and technological resources to perform at the best of their abilities. We seek faculty who are mentors and role models, who are leaders in the fullest sense of the word. Academic and scientific degrees and training are important; the ability to inspire, challenge, and motivate is critical.



Dr. Toni Milewski (Resident Faculty-SFS Kenya) typifies SFS faculty, chosen for their unique abilities to inspire, motivate, challenge and teach.

2. Maximize the Educational Setting:

The environment in which one learns is second in importance only to the people from whom one learns. The proper environment can inspire curiosity, the highest impulse available for stimulating the learning process. The ability to live what one is learning means, for the natural sciences in particular, living in a dramatic field setting free of distractions—a setting with unique biological and ecological features, awe-inspiring, exciting, isolated.

3. Maximize the Learning Process:

Learning through textbooks is incomplete. Opportunities to practice and test new concepts and information—learning by doing—must be immediately available for the learning process to be successful. Subject material must be relevant to everyday problems, which means by necessity it must be interdisciplinary. The role of social, physical, and emotional factors in the learning process also must receive careful attention in the overall design of a complete learning experience.

4. Maximize the Hardware for Learning:

Physical plant, equipment, comprehensive libraries—all are important. But for us, they are last on the list of priorities, not first.

None of these priorities or their ranking are the stuff of educational revolution; yet, ironically, national commission after commission tell us how rare it is that they are employed.

OPERATIONS

The end of the year saw the creation of a new Operations Department to handle the financial, legal, insurance, data and asset management and personnel affairs formerly distributed throughout the Admissions, Development, and Program Departments. This will allow the original departments to focus on the specific tasks for which they were created.

Administrative headquarters were moved at the end of the year out of Boston to the campus of Endicott College in Beverly, Massachusetts. Twice the space for slightly less rent and a superb working environment (two hundred yards from the Atlantic Ocean) were the two major incentives for

the move. While The School for Field Studies has no relationship with Endicott College other than as tenant, it is nonetheless a wonderful additional benefit to be operating in an academic environment, serving as a constant reminder of why SFS exists.

SFS started the year with eleven full time administrative positions, and four full time faculty. We will start 1987 with thirteen administrative positions, five full time resident faculty, and four new Field Directors—three of whom administer on-site the day to day academic and scientific affairs of our programs in Kenya, the Virgin Islands, and Australia.

BUILDING FOR THE FUTURE

Our basic strategy will continue to be enrollment expansion while concentrating program resources on a limited number of sites and environmental problems. Our targets for 1990, our 10th Anniversary, are 1000 students (250 of whom are semester program participants) and 5 year-round campuses (Kenya, the Virgin Islands, Australia, and new sites in South America and the U.S.). We will continue to systematically explore and test new markets, such as short courses for the 14 to 16 year old population and the potential for a full year undergraduate program. We expect our foreign student and third world scholarship student enrollment to grow at about twice its present rate.

Continuing our commitment to quality in education will hopefully bring The School for Field Studies a national reputation as the leading center for experiential conservation biology.



(Photo: Jack Shea)

SFS Wildlife Management students get a first hand lesson in physiology examining a wildebeest carcass on the Kenyan savanna.



(Photo: Janet Buschhoff)

All SFS courses take place in dramatic settings. In the Adirondacks, mountain streams provide living illustrations of the impacts of acid deposition.

Twenty-six month long courses took place at 13 sites this year, in comparison to 22 courses offered at 14 sites last year. An average of 2 courses per site versus 1.5 generated significant economies in program administration, while allowing continued enrollment growth.

Four semester programs took place in 1986 at 3 sites, versus 3 semester courses at 3 sites in 1985. 1987 will see 5 semester programs at 3 sites, generating similar efficiencies.

The number of student-field days grew from 11,500 to 15,500, up 35%. A 42% increase, to 22,000 days, is planned in 1987.

At least 10 new scientific articles were published by SFS faculty as a result of the field work done by themselves and their students on SFS courses (See Pages 16-17), and a half dozen reports were presented by our teams to local management agencies to provide data and recommendations on current problems.

A few of the many research findings from this year are:

- Bottlenose dolphins are observed much less frequently in areas of boating activity. In the vicinity of boats, bottlenose dolphins alter many of their behaviors, such as the vocalization patterns and frequency of leaps.
- New tamarin groups are formed by the splitting of existing groups, rather than by single male-female pairings. In addition, individuals frequently enter groups so that the composition of groups often changes on an almost daily basis. This data will be an important consideration in the establishment of tamarin populations in new areas.
- Food chain dynamics in acidic lakes are significantly altered due to changes in predator-prey interactions in these lakes. This finding has furthered our understanding of how acid deposition affects aquatic ecosystems.
- Bald eagle parents are much less attentive to their offspring in areas of human disturbance. If this results in a greater nestling mortality, then the population size of bald eagles may be in jeopardy where human disturbance is substantial.

FACULTY

Forty-four faculty worked with SFS this year for periods of one month to the full year. Twenty-one held a Ph.D.; twenty-two a Master's Degree; and twenty held a Bachelor's Degree. There were eleven Teaching Assistants or Interns, seven of whom were SFS alumni.

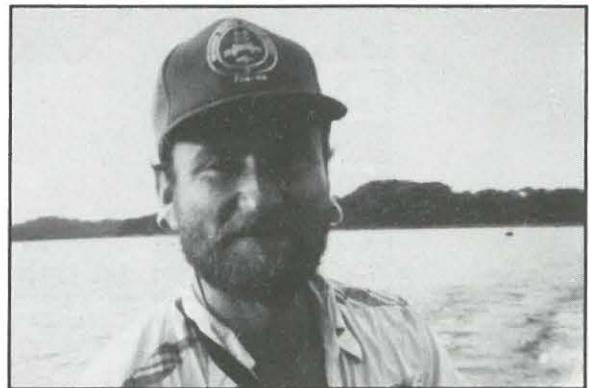
Faculty were chosen for their leadership skills as well as the depth and breadth of their academic and scientific experience. Beyond these characterizations, they are an extremely diverse group, and the following profile of one, in particular, is the best way to communicate who they are.

FACULTY PROFILE

Dennis Rasmussen:

Education: A.B. (Psychology) with high honors, Humboldt State University
M.A. (Comparative Psychology) University of California-Riverside
Ph.D. (Comparative Psychology) University of California-Riverside
Post-Doctoral Fellow at Darwin College, Cambridge University, England.

Background: Teaching & Research Assistant—Departments of Psychology, Humboldt State University and University of California. (4 years)
Lecturer—University of California—Davis.
Taught Comparative Psychology, Comparative Sociobiology. Internship Leader. (1 year)
Assistant Professor—California State University. Taught Wildlife Management. (1 semester)
Field Director—Olive and yellow baboon study, Tanzania, East Africa, with Dr. Jane Goodall. (2 years)
Principal Investigator—Social/sexual behavior of Bonnet Macques, California Primate Research Center. (2 years)
Affiliate Scientist—Smithsonian Tropical Research Institute, Balboa, Republic of Panama. (1 Year)
Group Leader—Field research expeditions studying Panamanian Tamarin. (1981 to present)



Primate Biology and Behavior course director, Dr. Dennis Rasmussen.

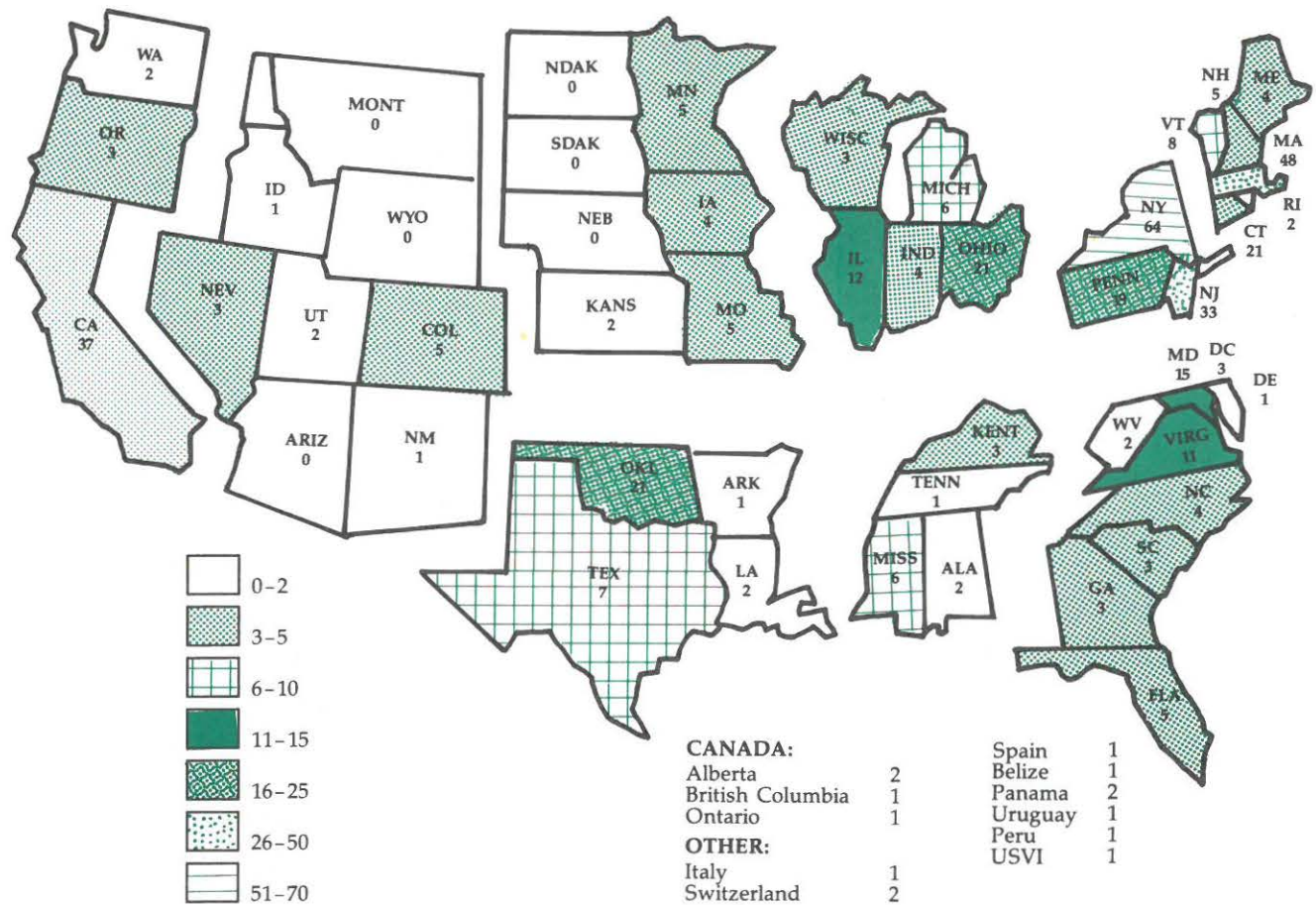
(Photo: William McComas)

Published: Over a dozen scientific papers on Primate Behavior & Ecology in journals such as: *Animal Behavior*, *Folia Primatologica*, *International Journal of Primatology*

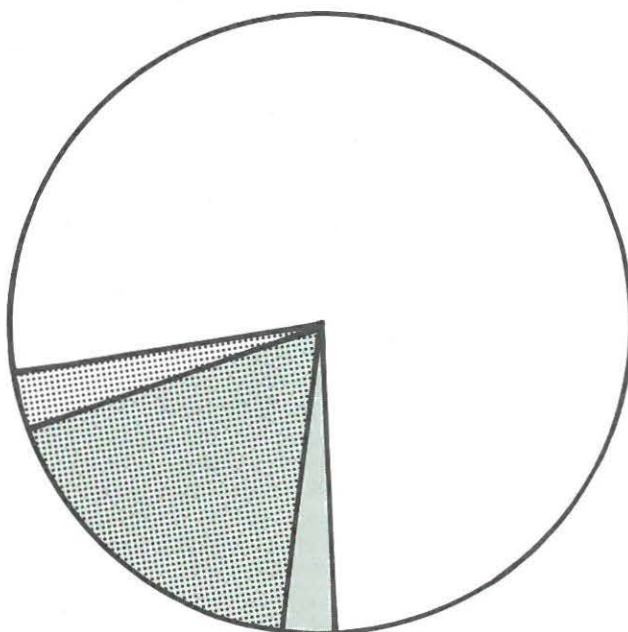
Personal: Age 37, married; 2 sons.
Dr. Rasmussen initiated the SFS Primate Behavior and Ecology program in Panama during the Summer of 1985. Five courses and fifty-seven students later, our studies of the rufous-naped or Panamanian tamarin have begun to attract international attention. The World Wildlife Fund and the Louis B. Leakey Foundation have both recently granted support to SFS for this program at Dr. Rasmussen's urging. In addition, scientists from the University of Panama have joined our appeal to the Panamanian government to have our study site declared a National Reserve, which appears to be receiving favorable consideration.

Dr. Rasmussen was recently selected for a three year N.I.H. Senior National Research Service Award to study Macaque behavior and biology at the Wisconsin Regional Primate Research Center, which he expects will allow him to continue teaching with SFS for at least the next three summers.

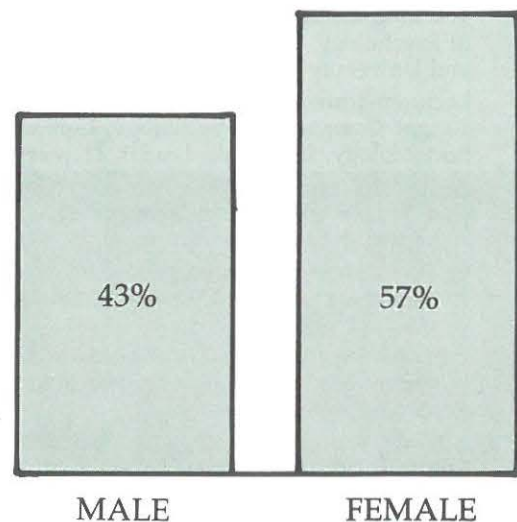
GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS (by home address)



FINANCIAL AID 1986

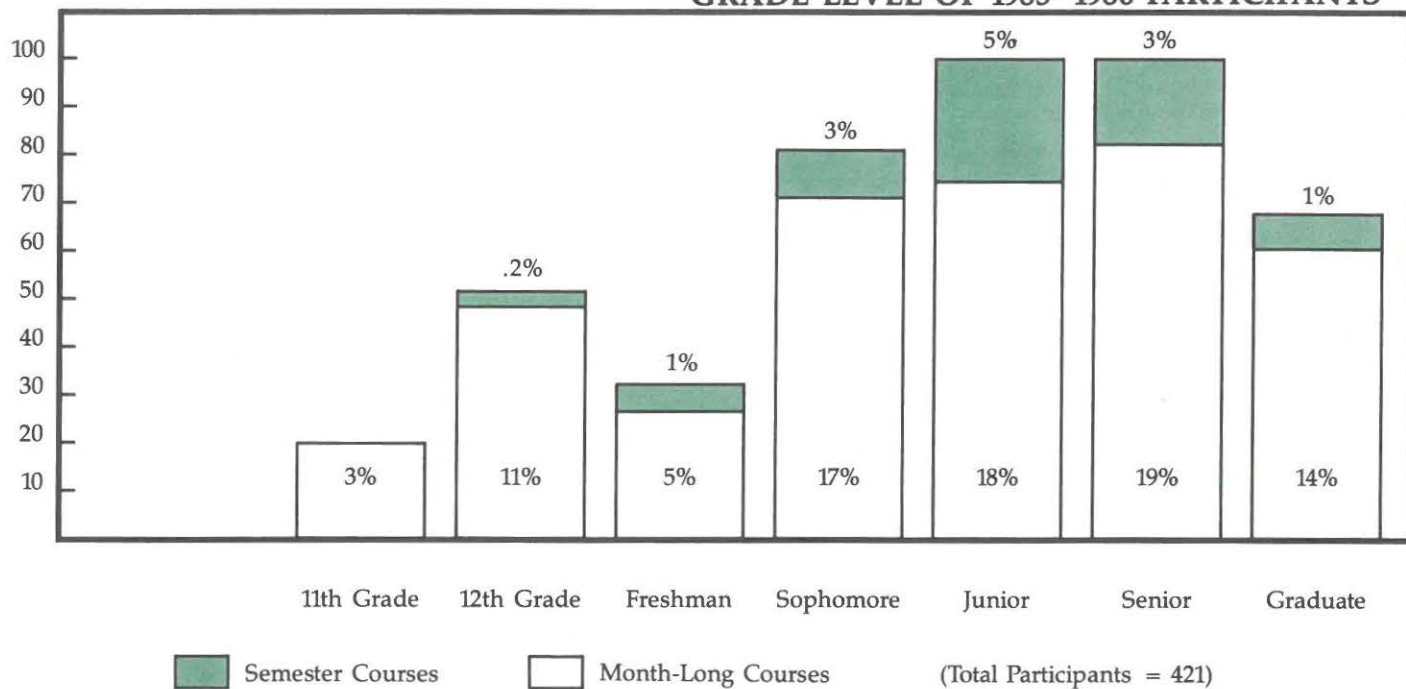


MALE/FEMALE RATIO

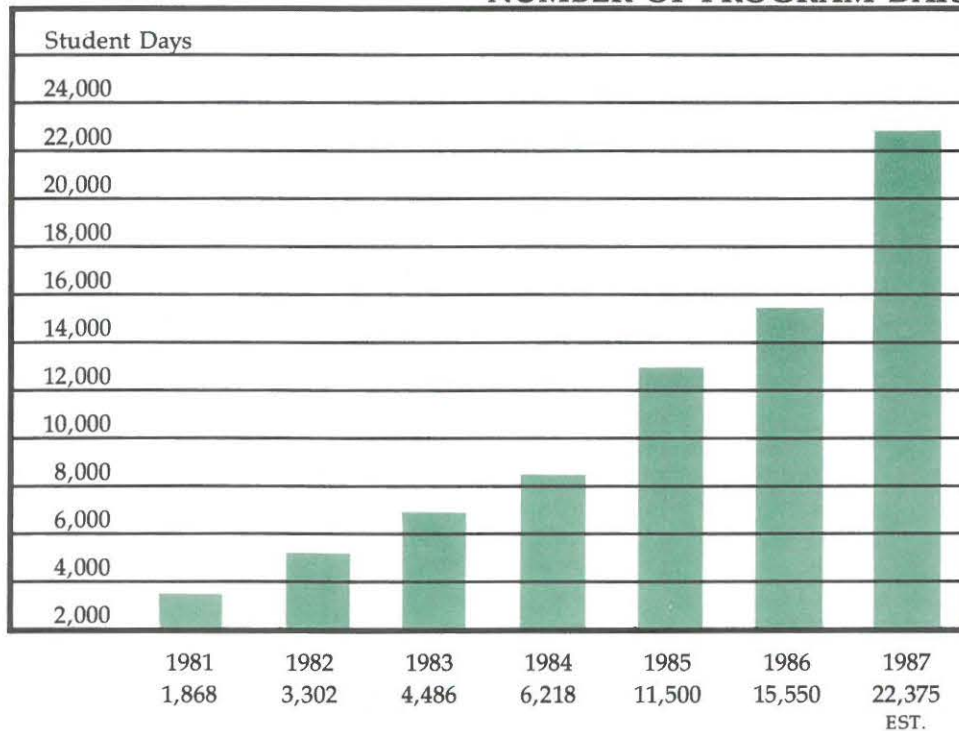


of Students

GRADE LEVEL OF 1985-1986 PARTICIPANTS



NUMBER OF PROGRAM DAYS



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New York, New York

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Natural Resources (IUCN).

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President

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Program Assistant

ELIZABETH M. BRENNAN,
B.A.
Program Assistant

ROBIN CHASE, M.S.
Director of Operations

CYNDA M. HARDER, B.S.
Admissions Assistant

NANCY HARRISS, B.A.
Marine Assets Coordinator

JANET HEINTZMAN, B.A.
Assistant to the President

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Resident Faculty, SFS-Caribbean

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Resident Faculty, SFS-Kenya

GAIL MISK, B.A.
Receptionist

ERVAND PETERSON, Ph.D.
Natural Resources (University
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Field Director, SFS-Australia

ROBERT G. SINGER, Ph.D.
Limnology (University of
Illinois)
*Acting Field Director,
SFS-Caribbean*

J. BRAD STELFOX, Ph.D.
Wildlife Productivity (University
of Alberta)
*Senior Resident Faculty,
SFS-Kenya*

ANDREA C. WALGREN, B.A.
*Director of Marketing and
Admissions*

RICHARD E. WETZLER, Ph.D.
Ecology (Yale University)
Dean

The School for Field Studies admits students of any sex, religion, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the School and does not discriminate on the basis of sex, religion, race, color, national educational policies, admissions policies, scholarship and loan programs, and athletic and other School-administered programs. SFS is an affirmative action, equal opportunity institution.



(Photo: Beth Goodwin)

The mission of SFS is to motivate and provide opportunities for young people to work together to address critical environmental issues and make these problems their own.

SEMESTER COURSES

Marine Biology and Management, St. John, Virgin Islands

Acting Field Director:
RICHARD WINN, Ph.D. (Ecology)
University of Southern California

Faculty:
DON LEVITAN, Ph.D. Candidate
(Biology) University of Delaware

Faculty:
CHRISTOPHER NEEFUS, Ph.D.
(Marine Botany) University of New Hampshire

Faculty:
ELIZABETH GOODWIN, M.A.
(Physiology and Behavioral Biology)
San Francisco State University

Faculty:

SHELLY RAVEN, Ph.D. Candidate
(Anthropology) University of California,
Davis

Natural Resource Management, Alaska

Course Director:
JOHN SHEA, M.S. (Wildlife Ecology)
University of Alaska

Faculty:
NANCY SHEA, Ph.D. Candidate
(Philosophy) University of
Massachusetts, Amherst

Faculty:
CHRIS WAYTHOMAS, Ph.D.
Candidate (Geology) University of
Colorado

Wildlife Biology and Management, Kenya

Field Director:
REED STEWART, Ph.D. (Geography) Clark
University

Resident Senior Faculty:
BRADSHAW STELFOX, Ph.D. (Wildlife
Productivity) University of Alberta

Faculty:
CONSTANCE DUSTIN BECKER, Ph.D.
Candidate (Wildlife Biology) Cambridge
University

Intern:
WILLIAM HELPRIN**, B.S. (Biology and
Environmental Science) St. Lawrence
University

Intern:
RICHARD LARSON**, B.A. (Anthropology
and Psychology) Bates College

MONTH LONG COURSES

Acid Rain, Adirondacks

Senior Faculty:
DEBORAH ROBERTS, Ph.D.
Candidate (Biology) Rensselaer
Polytechnic Institute

Faculty:
CLAUDIA SWAIN, B.A.
(Environmental Studies) Hartwick College

Coral Reef Ecology, St. John, Virgin Islands

Senior Faculty:
WILLIAM ALLISON, Ph.D. Candidate
(Marketing) University of Toronto

Senior Faculty:
DON LEVITAN, Ph.D. Candidate
(Biology) University of Delaware

Faculty:
JULIA MILES, M.S. Candidate
(Marine Biology) Northeastern
University

Intern:
WILLIAM CONNERS**, B.A.
(Classical Civilization) University of
Pennsylvania

Intern:
SALVATORE GENOVESE**, B.A.
Candidate (Biology) Swarthmore College

Deforestation—Tropical Rainforests, Costa Rica

Senior Faculty:
BRIAN BOCK, Ph.D. (Biology)
University of Tennessee

Faculty:
JOANNE SHARPE, Ph.D. Candidate
(Botany) University of Georgia

Intern:
FRANK ISENHART, B.S. (Biology)
Lewis and Clark University

Dolphin Biology and Behavior, Gulf of Mexico

Senior Faculty:
FRANK CIPRIANO, Ph.D. Candidate
(Marine Science) Moss Landing
Marine Laboratory

Senior Faculty:
JIM HEIMLICH-BORAN, Ph.D.
Candidate (Marine Science) Moss
Landing Marine Laboratory

Senior Faculty:
LISA BALLANCE, Ph.D. Candidate
(Marine Science) Moss Landing
Marine Laboratory

Faculty:
ELIZABETH GOODWIN, M.S.
(Physiology and Behavioral Biology)
San Francisco State University

Faculty:
MICHAEL POOLE, Ph.D. Candidate
(Biology) University of California,
Santa Cruz

Intern:
JOSEPH MALACHOWSKI, B.S.
(Biology) University of Massachusetts

Intern:
TERESA REC, B.S. (Biology)
University of Connecticut

Ecology of Bald Eagles, Alaska

Senior Faculty:
GEORGE ALLEN, Ph.D. (Zoology)
North Dakota State University

Faculty:
MARC LIVERMAN, Ph.D. Candidate
(Wildland Resource Science)
University of California, Berkeley

Ecology of Poisonous Fish, Virgin Islands

Senior Faculty:
CHRISTOPHER KOHLER, Ph.D.
(Fisheries Science) Virginia Polytechnic
Institute and State University

Faculty:
PETER PHILLIPS, Ph.D. Candidate
(Dept. of Zoology) Southern Illinois
University

Intern:
SUSAN KOHLER, M.S. (Soil and
Plant Science) University of Southern
Illinois

Environmental Geology, Hawaii

Senior Faculty:
DAVID BUESCH, ** Ph.D. Candidate
(Geology) University of California,
Santa Barbara

Faculty:
MICHAEL ORT, Ph.D. Candidate
(Geology) University of California,
Santa Barbara

Humpback Whale Ecology, North Atlantic

Senior Faculty:
PEGGY EDDS, M.S. (Biology)
University of Maryland

Senior Faculty:
JOSEF TREGGOR, M.S., (Biology)
Central Connecticut State University

Faculty:
TIM RUMAGE, M.S. (Biology) Boston
University

Faculty:
PETER STEVICK, B.S. (Human
Ecology) College of the Atlantic

Marine Ecosystem Under Stress, Virgin Islands

Senior Faculty:
FRANCIS BOWLES, Ph.D. (Biological
Anthropology) Harvard University

Faculty:
CYNTHIA LOTT, B.A.
(Interdisciplinary Natural Sciences)
University of Southern Florida

Maya Archaeology, Belize

Senior Faculty:
ERIC GIBSON, Ph.D. (Anthropology)
Harvard University

Faculty:
LESLIE SHAW, Ph.D. Candidate
(Anthropology) University of
Massachusetts, Amherst

Intern:
DANIEL FINAMORE, Ph.D.
Candidate (Archaeology) Boston
University

Medicinal Botany, Ecuador

Senior Faculty:
WERNER WILBERT, Ph.D. (Anthropology)
University of California, Los Angeles

Faculty:
JIM MILLER, Ph.D. (Biology) St. Louis
University

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LYNN SCHWARTZ**, B.A. (Literature
Studies) Sterling College.

Population Dynamics of Harbor Seals, Alaska

Senior Faculty:
SUZANNE MACY MARCY, Ph.D. (Animal
Behavior) University of Washington

Faculty:
ERIC ANGRESS, M.A. (Biology) San
Francisco State University

Intern:
MURRAY ABRAHAMSON, J.D. Hastings
College of Law.

Primate Biology and Behavior, Panama

Course Director:
DENNIS RASMUSSEN, Ph.D.
(Comparative Psychology) University of
California, Riverside

Faculty:
CAROL SKINNER, Ph.D. (Ecology/Animal
Behavior) Kent State University

Intern:
LAURA MARSH, B.S. (Animal Behavior)
University of California, Davis

Reintroduction to Endangered Species—Alpine Ibex, Switzerland

Senior Faculty:
GARY MILLER, Ph.D. (Biology) University
of New Mexico

Senior Faculty:
TONY POVILITIS, Ph.D. (Wildlife Biology)
Colorado State University

Faculty:
CONSTANCE DUSTIN BECKER, Ph.D.
Candidate (Wildlife Biology) Cambridge
University

Wildlife Management, Kenya

Resident Senior Faculty:
BRADSHAW STELFOX, Ph.D. (Wildlife
Productivity) University of Alberta

Resident Faculty:
A.V. MILEWSKI, Ph.D. (Ecology) Murdoch
University

Intern:
RICHARD LARSON**, B.A. (Anthropology
and Psychology) Bates College.

** SFS Alumni

REPORT ON MARKETING AND ADMISSIONS

Growth is a state we can happily say we're becoming accustomed to in the Admissions Office. Inquiries about SFS courses have increased from an average of 4 per day in 1983 to over 30 in 1986, which means we are now receiving requests for information from over 10,000 students a year. We have generated sustained application growth such that our Admissions staff was kept busy processing over 700 applications for admission. Our efforts were rewarded as 421 students participated in SFS courses in 1986; 64 students in semester programs (a 40% increase over the previous year, and 357 in month-long courses (a 30% increase over 1985).

These 421 students represent a broad range of educational, cultural, geographic and socio-economic backgrounds. Hailing from 253 different U.S. high schools and colleges and 13 foreign educational institutions, they cite reasons for joining an SFS course that range from wanting to know more about a particular subject or ecosystem, learning field research techniques, working with new people who share similar goals, to wanting to make a contribution to a better world.

Included in this year's participants are the first twelve recipients of our new Special High Schools Scholarships, created in conjunction with secondary school science teachers and designed to encourage talented high school students to explore potential careers in field science. Students receiving awards represent Winthrop High School (MA), Cambridge Rindge and Latin School (MA), Edward R. Murrow High School (Brooklyn, NY), Norristown High School (PA), Bronx High School of Science (NY) and Mt. Greylock High School (Williamstown, MA). Four SFS courses were immeasurably enriched this year as students from local universities participated in our programs in Panama, Ecuador and Belize. A total of 30% of 1986 participants were recipients of SFS financial aid grants and/or Merck Family Student Loans.

We have been assisted in our efforts to spread the word about SFS by our enthusiastic alumni which now number more than 1300. We are encouraged and excited by the updates we've been receiving on the activities of our graduates as exemplified by:

- **Shannon Briscoe** (Mary Washington College, Coral Reef Ecology '83, Coral Reef Ecology intern '84) now conducting research and teaching at Northeastern University's Nahant Marine Station.
- **Naomi Rose** (Mount Holyoke, Coral Reef Ecology '84), **Bob Podolsky** (Princeton, Primates '82) and **Liz Amatruda** (Yale, Coral Reef Ecology '85) pursuing research as recipients of NSF research fellowships.
- **Jennifer Atkinson** (Connecticut College, Kenya Semester '85) working for the Quebec-Labrador Foundation/Atlantic Center for the Environment.
- **Rick Martinson** (Iowa State University, St. John Semester '85) serving as a Peace Corps volunteer in the Philippines and **Anne Todd** (Beloit College, Endangered Species/Crete '83) teaching conservation education as a Peace Corps volunteer in Sierra Leone.
- **Bill Connors** (U Penn, Coral Reef Ecology '83) teaching high school science in Pennsylvania and serving as an SFS intern in St. John.

These young men and women are testimony to The School for Field Studies' ongoing success in creating an informed, concerned and active body of future decision-makers.



(Photo: Chip Isenhardt)

Karla Greenleaf-MacEwan (Cambridge Rindge and Latin School, Cambridge, MA) recipient of a Special High Schools Scholarship, releasing a bird from a mist net in the Costa Rica rainforest.



(Photo: William McCormac)

David Jolly (Aylmer, Ontario, Arthur Voaden Secondary School) raised funds from numerous sources, including support from World Wildlife Canada, to enable his participation in Primate Biology and Behavior in Panama.



(Photo: Pedro Malave)

Hazardous Waste and Coastal Ecology Student Kannan Krishnan (far left) (Annamalainagar, India, McGill University) recipient of the first SFS Communication Award, presented to a student publishing his/her research results in a peer reviewed publication or presenting findings at Scientific Symposia. (see pg. 16)

COLLEGES AND UNIVERSITIES ACCEPTING/AWARDING CREDIT FOR SFS COURSES

Augsburg College	Evergreen State College	Ohio State University	University of Massachusetts
Barnard College	Framingham State College	Pennsylvania State University	University of New Hampshire
Berea College	Guilford College	Purdue University	University of North Carolina
Boston University	Hamilton College	St. Lawrence University	University of Pennsylvania
Brown University	Harvard University	Salem College	University of Vermont
Carnegie-Mellon University	Haverford College	Simon's Rock College	University of Wisconsin
Clark University	Indiana State University	Smith College	Washington University
Colby College	Kansas State University	Swarthmore College	Wellesley College
Colgate University	Macalester College	Tufts University	Williams College
College of the Atlantic	Marlboro College	University of Cincinnati	Xavier University
Cornell University	Mount Holyoke College	University of Connecticut	Yale University
Duke University	Northern Michigan University	University of Maine	

SEMESTER STUDENTS

Marine Biology and Management Spring Semester, 1986

Karl Bitter, NC
University of North Carolina
Lisa Boyles, WV
Carnegie-Mellon University
Charles Donnelly, MA
Goald Academy
Martha Gillam, NJ
Yale University
Lisa Sue Johnson, USVI
California Lutheran College
John MacGregor, NJ
Dartmouth College
Jeffrey McGuire, MA
Boston University
Kelly McIntyre, CT
Lake Forest College
Amy McKelvey, PA
Immaculate College
David McKeown, SC
Wofford College
Bennett Sandler, MO
University of Michigan
Robert Shavelson, NJ
Boston University
Monica Solari, PERU
University of Texas
George Tzinas, NH
Boston University
Bruce Wilson, CT
Bates College

Natural Resource Conservation, Summer 1986

Randy Bassham, VA
Centenary College
Daniel Bockus, CT
University of Rhode Island
Matthew DeRosier, MN
University of Minnesota
Hans Estrin, VT
University of Vermont
Stephanie Green, VT
University of Colorado
James Kadra, MA
North Adams State College
Yonatan Malin, VT
Harvard University
Julie Siegel, CO
University of Colorado
Dorothy Walker, CA
College of Marin

Wildlife Biology and Management Fall Semester, 1985

Robert Abrams, NY
Stanford University
Susan Bryant, MA
Connecticut College
Marcia Burton, CT
University of Vermont
Remy Coeytaux, CA
Brown University
Barbara Cummings, NY
Sarah Lawrence College
Sarah Graves, MA
Colby College

Kate Grawemeyer, OH
Duke University
Heather Harding, NY
Oberlin College
Elizabeth Heffernan
San Francisco, CA
Nelson Holmes, MA
Unity College
Kaaren Lewis, BC, CANADA
University of Victoria
Saralyn MacKenzie, NJ
Bucknell University
Derek Madden, CA
California State University
Anna Mayor, NH
Smith College
John Scott Moore, VA
Swarthmore College
Carolyn Rouse, CA
Swarthmore College
Mindy Sandler, PA
Amherst College
Rebecca Schlott, MD
Emory University

Wildlife Biology and Management Spring Semester, 1986

Robert Bristow, SC
Wofford College
Elizabeth Bromley, NJ
Washington University
John Gemery, ME
Wesleyan University
Elizabeth Gibbs, TX
Kenyon College

Holly Glass, NJ
Harcum Junior College
Jill Hadfield, CT
Simmons College
Wendy Koppel, AR
Duke University
Adam Kunin, VT
Connecticut College
Abbott Lowell, MA
Noble and Greenough School
Sharyn Marks, NY
University of Chicago
Auden McClure, VA
Bowdoin College
Jessica McCoy, MA
Lake Forest College
Edward Mendel, FL
College of The Ozarks
Marshall Rawlings, ID
University of Utah
Eddy Remy, NY
Union College
Brian Ross, CA
Tufts University
Jennifer Smith, NH
Middlebury College
Lisa Suatoni, PA
University of CA at Santa Cruz
Elizabeth Talbot, NJ
Mount Holyoke College
Noelle Thurlow, NJ
Mount Holyoke College
Nancy Wakeham, CT
University of Connecticut
Rebecca Watts, OH
Bucknell University

JANUARY TERM STUDENTS

Coral Reef Ecology

Rob Aaron, OR
Lane Community College
Monique Carrier, MA
Stonehill College
Jackie Ciano, MA
Christopher Colson, NY
SUNY Binghamton
Donald Cook, NY
Sullivan County Community College
J. Reid Freeman, VA
Colgate University
John Goodreds, NY
Colgate University
Donald Gunster, PA
Dickinson College

David Hartford, NY
SUNY at Stony Brook
Thomas Jandebaur, AL
Harvard University Extension
Duncan Johnstone, NY
City Honors High School
Julia McMahon, DE
Williams College
Rebecca Norman, NY
Brown University
Carl Stevens, PA
Cornell University
Paul Vingar, MA
Lexington High School
Christopher Westgate, MD
Salisbury State College

Primate Social Behavior

Randy Bassham, VA
Centenary College
Saverio Capuano III, OH
Bucknell University
Lisa Class, CA
San Francisco State College
Kyle Dupen, CA
San Francisco State College
Mary Clare Furman, AL
Huntington College
Vielka Garcia, PANAMA
University of Panama
Todd Gardner, PA
Franklin and Marshall College

Shelly Holstrum, KS
Kansas University
Geoffrey James, CA
Colby College
Winnie Ng, MA
Boston University
Mona Pan, NY
Barnard College
Janine Penfield, OH
Oberlin College
Hugh Phear, MA
University of Vermont
Marie Satterfield, NJ
Seton Hall University
William Schaedla, NM
University of New Mexico

Acid Rain Level A

Janet Buschhoff, NJ
Trenton State College
Jason Edmonds, MA
New England College
Karen Flickinger, OH
Mount Union College
Carey Gels, CT
University of Notre Dame
Inge Herfort, IL
University of Illinois
Gloria Hirashima, CA
UC/Davis
Bradley Hoy, CA
Palos Verdes High School
Maria Markow, NH
University of New Hampshire
Maura Pianka, NY
Dominican College of Blauvelt
Yonat Swimmer, CA
UC Santa Cruz
Nicole Veilleux, MA
Northeastern University
Heather Weiner, FL
University of Florida

Coral Reef Ecology I Level A

Katie Boer, TN
Rhodes College
Sandra Borkowski, PA
Norristown High School
Shawn Cummings, MO
Washington University
Robbie Drescher, KY
Western Kentucky University
Peter Emmet, NJ
College of the Atlantic
Brennan Klose, IL
Latin School of Chicago
Joseph Kovalik, CA
Leland High School
Douglas Lally, MA
Thayer Academy
Jennifer Lally, MA
Thayer Academy
Anne Millard, NY
The Chapin School
Barbara Newberg, MD
Glendy High School
Christine Nicholson, CT
Mount Holyoke College
Frederick Reiken, NJ
Princeton University
Jared Smith, NY
Trinity School
Kate Sullivan, MA
Bridgewater State College

Coral Reef Ecology II Level A

Christopher Beach, MA
Winthrop High School
Steven Bird, NJ
Ridgewood High School
John Carr, NJ
Union County College
Russ Cohn, NJ
Phillips Exeter
Scott Filler, CA
San Francisco University High School
Jesse Griggs, OR
Catin Gabel
Kevin King, CT
Berlin High School
Karl Leinberger, IL
Franklin High School
Zara Lenfestey, MN
Saint Paul Academy
Julie Morefield, NY
Riverdale Country Day School
Christopher Perera, NY
Millbrook School
Merrin Slocombe, D.C.
National Cathedral School
Michael Smith, CT
Keene State College
Stuart Sperling, NY
Rye High School

Deforestation: Tropical Rainforests, Level A

Omar Ali, NJ
Dwight Englewood School
Rich Goldsworth, OH
Kent State University
Karla Greenleaf-MacEwan, MA
Cambridge Rindge and Latin
Anna Katz, LA
University of New Orleans
Emily McCredie, MA
Lincoln-Sudbury High School
Nathaniel Posner, NY
Bronx High School of Science
John Putz, NY
University of Pennsylvania
Chad Reed, PA
Penn State University
Bill Sherman, OH
Hawken School

Dolphin Biology and Behavior, Level B

Victoria Agnew, NY
Mount Holyoke College
Jaime Anoveros, Spain
Villanova University
Bente Fischer, NY
Hofstra University
Jon Hanson, CA
California Lutheran University
Mala Hayes, CANADA
University of Alberta
Amy Kandel, OH
Mount Union College
Jaimie King, NY
University of Rochester
Joy Kuchler, PA
Muhlenberg College
Donna Lancelli, NY
University of New Hampshire
Earl Larson, LA
University of Iowa
Stephen Lee, MD
Tufts University
Susan Mickolyczck, CT
Southern CT State University
Lisa Steinger, WI
University of Miami
Maria Tort, URUGUAY
Mount Holyoke College
Laurie Wetherbee, MA
Rensselaer Polytechnic Institute

Dolphin Biology and Behavior, Level B

Peggy Baxter, CO
Mesa College
Roger Dunfee, WV
Pearson United World College
Shawn Hancock, CA
Riverside City College
Mark Kardonsky, NY
C.W. Post College
Sarah Lampion, NY
Harvard University
Mary Lycan, VA
Mary Washington College
Shelley Monson, UT
Utah Technical College
Susan Neno, NY
SUNY at Binghamton
Leonora Perri, CA
California Lutheran University
Susan Pflaumer, OH
Miami University of Ohio
Jacquelyn Pikaart, MI
Calvin College
Julianne Sanders, GA
Westminster School
Jennifer Shull, PA
University of Denver

Dolphin Biology and Behavior, Level A

Katrina Burchfield, NY
Edward R. Murrow High School
Joan Clark, NY
American College in Paris
Lori Figelman, MA
Brookline High School

Palma Formica, CA
California State College
Tom Grimes, KY
Murray State University
Rebecca Mazelin, IN
Purdue University
Patricia Phillips, TX
Mount Holyoke College
Linnea Pierrard, PA
Westtown School
Jolene Polack, WI
University of Wisconsin at River Falls
Wendy Ramundo, NY
Endicott College
John Salzinger, NY
Packer College
Chanley Small, GA
Westminster School
Jennifer Taub, NY
Hunter College High School
Nicolas Shi-Ming Vong, SWITZERLAND
Rensselaer Polytechnic Institute
Anne Weidlich, CT
Miss Porter's School

Ecology of Bald Eagles Level A

Payson Briggs, OH
Seven Hills Upper School
Kurt Christensen, NH
Rutgers University
Bob Cordie, MN
Saint Thomas College
Kay Delay, OR
Reed College
Elizabeth Greenman, TX
The Hockaday School
Kristen Holloway, OH
Allegheny College
Shawn Lange, CA
Burbank High School
Michele Lim, CA
Cornell University
Francis Maloney, IN
Boston College
Michael Neubert, CT
Brown University
Derek Olson, IL
Saint Olaf College
Peter Tango, NY
SUNY College of ESF
Jeff Varley, NY
SUNY at Brockport
Amanda Williams, ME
Kenyon College

Ecology of Poisonous Fish Level B

James Aimone, MA
Saint Michael's College
Robert Aitchison, IL
University of Illinois
Sean Baker, MD
Mount Saint Mary's College
Brenda Bernstein, NY
Bronx High School of Science
David Bernstein, CA
University of CA at San Diego
Shaun Campbell, UT
University of Utah
Karl Haase, MA
Bentley College
James Hinkley, MO
Stanford University
Anita Kelly, IL
University of Iowa
Andrea Moe, CA
University of CA at Santa Barbara
Gregory Popken, OH
Miami University of Ohio
Kim Sosnowski, PA
Penn State University
Andrew Taylor, CA
University of CA at Davis
Lawrence Volk, VA
University of Virginia

Environmental Geology Level A

Allison Bernstein, NJ
Montclair Kimberly
Stacey Chapralis, CA
San Francisco State University
Erin Crawley, MA
Emerson College
Peter Coleman, MA
University of New Hampshire
Mark Peticca, Jr., PA
Norristown Area High School
Michael Shaw, CT
Central CT State University
Graham Smith, CANADA
Queen's University
Jeff Stevens, MA
Mount Greylock High School
Julie Voorhees, FL
Forest High School

Humpback Whale Ecology Level B

Neil Casey, MA
Assumption College
Timothy Cole, CT
College of the Atlantic
Elizabeth Ensor, MD
University of Vermont
Hussein Fakhry, MA
Clark University
Nancy Gould, CO
University of Colorado
Harold Hoffman, TX
Wesleyan University
Sue Ann Hunter, MD
University of Maryland
Susan Huse, MA
Yale University
Timothy Loher, NY
SUNY/Genesee
Geraldine Miceli, NY
Wagner College
Jonathan Packman, NY
University of Vermont
Jacques Saari, VA
University of Virginia
Martin Simpson, NY
Bard College
Barbara Spudich, IL
University of Illinois
Robin Winnegrad, WA
University of Washington
Jill Wittmer, CT
Bates College

Humpback Whale Ecology Level A

Michael Abrams, MD
Friends School
Pam Cady, MA
Brookline High School
Alexandra Crampton, MA
Hotchkiss School
Valerie de Liedekerke, DC
Washington International School
David Fausel, NY
Edward R. Murrow High School
Andrea Feltner, VA
James Madison University
Dawn Kaiser, MI
Michigan State University
Julie Krumholz, OH
University of Michigan
Lucinda Macrory, DC
St. Timothy's School
Jordan Magill, NY
Edward R. Murrow High School
Inger Malzahn, CA
UC Santa Barbara
Drew McMullen, NJ
St. Paul's School
Andre Roberts, MD
National Cathedral School
Susannah Ross, S.C.
Brooks School
Carolee Vydro, NJ
St. Mary High School
Darcy Winther, CT
University of New Hampshire

Humpback Whale Ecology Level A

Lynne Barre, NY
Ridge High School
Michelle Bloom, NJ
Boston University
Mary Margaret Fraser, NY
Barnard College
Jeff Kessler, CT
Newtown High School
Christine Lee, NY
Bronx High School of Science
Judy Melinek, NY
Ramaz Upper School
Elliot Monteverde, MA
Amherst Regional High
Jennifer Pickell, WA
Armand Hammer United World College
Thomas Popper, NY
George Washington University
Jessica Roth, NY
Trinity School
Luke Sollitt, MD
Simon's Rock College
Cara Schlesinger, NY
Edward R. Murrow High
Elizabeth Souhrada, OH
Seven Hills Upper School
Laura Stoland, NY
Riverdale Country Day School
Catherine Taylor, NJ
Stockton State College
Evelyn Thatcher, NY
Bard College

Marine Ecosystems Under Stress, Level B

Robert Blakewell, CA
University of CA at Davis
Ronald Boucher, MA
Clark University
Curtis Brown, NV
University of Nevada at Las Vegas
Robert Charney, CA
American River College
Steven Hornberger, IA
Saint Olaf College
Michka Kovats, SWITZERLAND
University of Pennsylvania
Robert Lally, MA
Thayer Academy
Christine Martelli, CO
University of Colorado
Susan McCarthy, MA
Cape Cod Community College
David Patterson, NY
Brooks School
Steven Senior, NJ
Rutgers University
Virgil Shutze, GA
Roanoke College
Virginia Vogel, MA
Trinity College
Diana Wallace, CA
University of CA at Santa Cruz

Maya Archeology, Level A

John Bickell, TX
Austin College
Andrew Biskupski, NJ
Montclair State College
Elizabeth Buckley, KY
Sayre School
John Buten, PA
The Shipley School
Vanessa Chin, MA
Harvard University
Marisa Cigarroa, TX
Harvard University
Barbara Duncan, IN
Kansas City Art Institute
Shelby Flint, MA
Simon's Rock College
Karen Font, NY
Smith College
Allison Grishman, U.S.V.I.
Oberlin College
Roderick Mathews, VA
Davidson College

Michael Neal, WI
University of Wisconsin
Jennifer Pahlka, NY
Bronx High School of Science
Elizabeth Scharf, FL
Brown University
Leslie Sprout, VT
Burlington High School
Paul San Francisco, BELIZE

Medicinal Botany, Level B

Kelley Burst, CA
UC/Santa Cruz
Christine Champe, CA
Tufts University
Eunice Cronin, NC
Faculty, Belmont Abbey College
Andrew Fisk, MD
University of Rochester
James Geanacou, RI
Community College of Rhode Island
Adam Goodman, NY
Reed College
Andrew Kiluk, VA
University of Miami
Alison Mackenzie, PA
Connecticut College
Susan Mistler, NJ
Vanderbilt University
Richard Morr, OH
Northern Kentucky University
Pamela Mott, PA
Carnegie-Mellon University
Mathew Pappas, MI
Tabor Academy
Ann Marie Pehling, MN
Antioch/New England Graduate School
Todd Schaffer, MA
Berklee College of Music
Julie Schwantes, MN
Gustavus Adolphus College
Karen Schuler, PA
Simon's Rock College
Lynn Smalley, MA
Bridgewater State College

Population Dynamics of Harbor Seals, Level A

Lisa Abbott, NY
Groton School
Stacey Benton, OH
Cincinnati Country Day School
Amy Bernard, MA
Milton Academy
Melissa Coleman, VT
Milton Academy
Benjamin Flemer, VT
Wittenberg University
Betsy Gaines, OH
The Seven Hills School
Polly Gelfman, NY
Horace Mann
Hillary Harris, CA
Crossroads School
Jamie Klickstein, MA
Concord Academy
Marjorie MacWhorter, NJ
Middlebury College
Brett Marquis, VT
Mill River High School
Tanya Shaffer, KS
Oberlin College
Nicky Short, MO
John Burrough's School

Population Dynamics of Harbor Seals, Level B

Victoria Agnew, NY
Mount Holyoke College
Darren Aronofsky, NY
Edward R. Murrow High School
Shanna Byrne, NY
Georgetown University
Anna Josenhaus, NJ
University of Maryland
Sandra Lagoda, PA
Bucks County Community College
Patience Lende, NY
SUNY/Stony Brook

Brenda Lucci, MA
Quinnipiac College
Laura Mehl, IA
Simpson College
Joe Meisel, IL
University of Virginia
Donna Metzger, OH
Ohio State University
Christianne Munn, OH
Carnegie-Mellon University
Sandra Rather, WI
University of Wisconsin at Green Bay
Michele Tobin, NY
Union College

Primate Biology and Behavior, Level A

Aurora Andreescu, NY
Barnard College
Robin Biggs, NY
Phillips Andover
Mark Burniston, NC
UNC at Chapel Hill
Margaret Chambers, CT
Wilton High School
Veronica Dravis, PA
Bishop McCort High School
Joanna Greenfield, CT
Wesleyan University
Robert Newburger, LA
Metairie Park Country Day
Jotham Tausig, NY
Oberlin College
Alexander Thomson, OH
Hawken School
Julio Torres, PANAMA
U of Panama

Primate Biology and Behavior, Level B

Boris Dolgonos, NY
Oceanside High School
Elizabeth Fleming, FL
Tufts University
David Jolly, Canada
Arthur Voaden Secondary
Gwen Lighter, NY
Blind Brook High
Aimee Mark, MD
Barnard College
Lois Morrison, IL
Univ. of Pennsylvania
Siegfried Musser, IL
Latin School of Chicago
Michael Palopoli, MI
Univ. of Michigan
Dustin Penn, OK
Central State University
Brian Roley, CA
Wesleyan University

Reintroduction of Endangered Species Level A

Naomi Allen, MA
Salem State College
Hillary Griffith, NY
The Lenox School
Scott Hardy, NJ
Morristown-Beard School
Sarah Anne Heffron, CO
Boulder High School
Nancy Sachar, NJ
Mount Holyoke College
Elijah Schacter, NY
Kent School
Nolan Stokes, VA
American University
Henry Stout, NH
University of New Hampshire
Alison Verney, NJ
Alfred University
John-Paul Whelan, CA
Stanford University

Reintroduction of Endangered Species Level B

Susan Becotte, MA
Merrimack College
Marie Casey, NY
Long Island University

Mary Anne Clawson, CA
San Jose State University
Dana Dennis, IA
University of Iowa
Valerie Ennis, MI
Taylor University
Jean Fang, IL
Cornell University
Karen Josephson, MA
Westfield State College
Debbie Kerzner, RI
Northeastern University
Ellen Miller, PA
Carnegie-Mellon University
Andrea Norton, IL
University of Illinois
Tamara Tornatore, MD
Virginia Polytechnic Institute
Polly Warner, NJ
University of Vermont

Wildlife Management Level B

Joan Alexander, NY
SUNY at Stony Brook
Kimberly Barron, MD
Virginia Polytechnic Institute
Ann Boyd, IL
Cornell University
Catherine Coleman, MA
University of Vermont
Monique Galassi, ITALY
Connecticut College
David Gallegos, CA
University of CA at Berkeley
Frank Lorch, OH
University of Notre Dame
David Lupke, IN
Williams College
Kimberley McEvoy, ME
Simmons College
Debra Murray, NC
University of NC at Chapel Hill
Elise Phillips, ME
Williams College
Julie Schwartz, CA
University of CA at Santa Barbara
Sara St. Antoine, MI
Williams College
Sandra Taylor, NY
Cornell University
Leslie Waldorf, NY
The Taft School
Jane Zazzaro, CT
Boston College

Wildlife Management Level A

Luana Barnet, CA
Lake Erie College
Alison Berry, CT
Joel Barlow High School
Joanna Blumofe, CA
Duke University
Scott Boyden, NV
Reno High School
Tiffany Brokaw, CA
Mount San Jacinto College
Clayton Holt, CA
Oakwood High School
Darien Leung, NY
Riverdale Country Day School
Erin McGaughan, MD
Sarah Lawrence College
Murray McHugh, NY
Bronx High School of Science
Janet McIntosh, MA
Phillips Andover
Craig Miercort, NV
Reno High School
Annette Parker, CT
Western Connecticut State University
David Sudimack, OH
Western Reserve Academy
Susan Webster, PA
Norristown Area High School
Edward Williams, MO
Boston College

FINANCIALS

REPORT FROM THE TREASURER

The School for Field Studies' programmatic success continues to occur in a cash poor environment. New year-round semester programs have significantly improved cash flow, and total fund balances have increased by 65% this year. However, the majority of this improvement has been in hard assets in the Plant Fund and not in the other three cash funds (Operating, Scholarship and Student Loan).

More encouraging is the fact that The School for Field Studies came closer (within 12%) to reaching a "break even" budget, where tuitions and related earned income (other than contributions) equal all operating expenses except scholarships, capital expenses, and the fundraising costs associated

within those latter two expenses. The coming year presents a budget which meets that goal.

Fiscal Year 1987 will see our total income increase from \$1.3 million to \$1.8 million as a result of a 50% increase in semester students, a 28% increase in short course students, an average 8% tuition increase, and a 15% increase in contributions. Operating expenses of \$1.55 million should mean a \$250,000 improvement in fund balances, which is greatly needed. A summary of The School for Field Studies financial history follows.

Francis W. Hatch III

FINANCIAL SUMMARY 1981—1987

	FY 1981 (9 months)	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986 (est.)	FY 1987 (projected)
Operations							
Tuition and other income	\$ 108,894	\$ 182,971	\$ 217,518	\$ 352,931	\$ 612,383	\$ 928,406	\$ 1,402,000
Donations Received	63,517	106,753	146,648	234,924	305,682	399,216	435,000
Less:							
Operating Expenses	153,300	274,503	354,749	509,691	848,150	1,211,247	1,497,000
Less:							
Scholarships Granted	8,900	11,400	24,380	27,500	54,030	65,725	90,000
Net Income	\$ 10,211	\$ 3,821	\$ (14,963)	\$ 50,664	\$ 15,885	\$ 50,650	\$ 250,000
Fund Balances							
Beginning Balances	—	\$ 10,211	\$ 14,032	\$ (931)	\$ 49,733	\$ 65,618	\$ 116,268
Net Income (Deficit)	10,211	3,821	(14,963)	50,664	15,885	50,650	250,000
Ending Balances	\$ 10,211	\$ 14,032	\$ (931)	\$ 49,733	\$ 65,618	\$ 116,268	\$ 366,268
Working Capital							
Current Assets	\$ 18,573	\$ 21,347	\$ 29,084	\$ 80,358	\$ 59,092	\$ 109,860	\$ 180,000
Less:	16,658	19,509	81,125	121,750	84,008	99,188	100,000
	\$ 1,915	\$ 1,838	\$ (52,041)	\$ (41,392)	\$ (24,916)	\$ 10,672	\$ 80,000
Fixed Assets							
Fixed Assets (Prior Year)	—	\$ 12,412	\$ 18,110	\$ 61,640	\$ 103,201	\$ 184,300	\$ 352,814
Capital Expenditures	12,412	5,698	43,530	41,561	81,099	168,514	120,000
Total Fixed Assets	12,412	18,110	61,640	103,201	184,300	352,814	472,814
Less:							
Accumulated Depreciation	1,241	3,794	9,229	11,597	18,466	45,001	97,000
	\$ 11,171	\$ 14,316	\$ 52,411	\$ 91,604	\$ 165,834	\$ 307,813	\$ 375,814

*The fiscal year of SFS runs from September 1 to August 31. SFS was founded on October 20, 1980.

The condensed financial statements shown here have been derived from the audited financial statements of The School for Field Studies, Inc. The financial statements are the unqualified opinion thereon of the auditor, Ernest M. Smith, Jr., certified public accountant. Copies of the complete audited financial statements are available from SFS upon request.

Total contributions to SFS increased from \$305,000 to \$380,000 (25%). The number of individual contributors increased from eighty-five to one hundred and ten.

Several remarkably generous contributions deserve special note. The **Merck Family Fund** made a three year pledge that will bring the total of the revolving Merck Family Student Loan Fund to \$100,000 by 1988. **E. Bates McKee** gave The School for Field Studies his pride and joy, **XANADU II** (a 48' custom built yawl). XANADU II had served him well on 5 transatlantic passages and 11 Bermuda races, and now serves The School for Field Studies as the flagship of our small but growing fleet of research vessels.

The **Globe Foundation** and the **Archer Daniels Midland Company (ADM)** became the first Course Sponsors. The

Globe Foundation pledged two years of support for Acid Rain and Fresh Water Ecology; **ADM** sponsored the Deforestation: Tropical Rain Forest Ecology course for the second year.

The **Andreas Foundation and family**, continued their founding leadership in unrestricted giving to the Annual Campaign. And the **Island Foundations** continued its heart-warming leadership in student scholarship giving for the third year with a grant of \$25,000.

Again, our sincere thanks to those listed below. They have recognized the importance of assisting young people who, at an early age, realize the world needs their services and concern.

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← Bates McKee's generous donation, *Xanadu II*, was enthusiastically received by Marine Biology and Management students who utilized the 48' schooner in their research.

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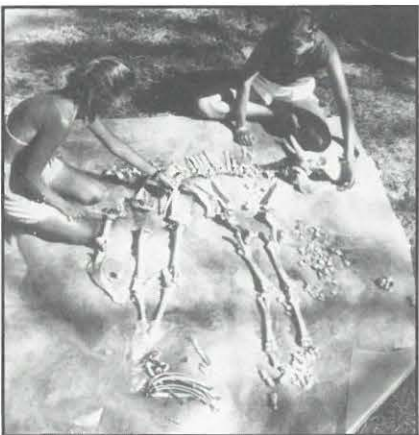
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(Photo: Sandra Taylor)

Wildlife Management students in Kenya had the unique opportunity to study a giraffe from cropping, through dissection to reconstruction of the skeletal remains.



Working together to solve real world problems, SFS students can contribute to positive new policies and management strategies as exemplified by the potential tamarin preserve that may be located at our research site in Panama.

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