

1994/95 PROGRAM SITES



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SFS CENTER FOR MARINE RESOURCE STUDIES

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SFS CENTER FOR MARINE MAMMAL STUDIES

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SFS CENTER FOR RAINFOREST STUDIES

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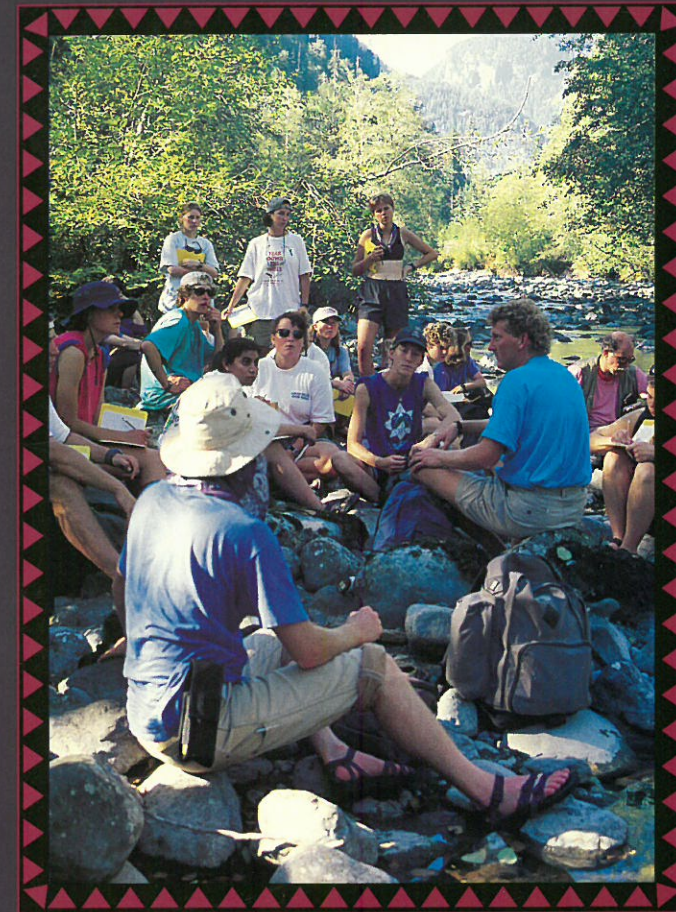
SFS CENTER FOR SUSTAINABLE DEVELOPMENT STUDIES

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SFS CENTER FOR WILDLIFE MANAGEMENT STUDIES

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THE SCHOOL FOR FIELD STUDIES

1994/95 ANNUAL REPORT

The Mission of The School for Field Studies is to provide motivated young people from the U.S. and abroad with an excellent practical education in environmental studies, in order that they may become more environmentally literate and aware and make immediate and future contributions toward the sustainable management of the world's natural resources.

The School for Field Studies admits students of any sex, religion, race, color, national or 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 or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and other School-administered programs. SFS is an equal opportunity institution.

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Cover: The environment provides an ideal classroom, as well as subject matter, for SFS programs. Photo: David Silverberg

THE CENTER FOR
RAINFOREST STUDIES
Yungaburra, Queensland, Australia

Fall and Spring Semesters:
Tropical Rainforest Management
Summer Courses:
Tropical Reforestation

THE CENTER FOR
MARINE MAMMAL STUDIES
La Paz, Baja, Mexico

Fall and Spring Semesters:
Marine Mammal Conservation and
Island Biodiversity

THE CENTER FOR
SUSTAINABLE DEVELOPMENT
STUDIES
Atenas, Costa Rica

Fall and Spring Semesters:
Studies in
Sustainable Development
Summer Courses:
Preserving Tropical Ecosystems

THE CENTER FOR
WILDLIFE MANAGEMENT
STUDIES
Athi River, Kenya

Fall and Spring Semesters:
Wildlife Ecology
and Management
Summer Courses:
Community Wildlife Management

THE CENTER FOR ISLAND
MANAGEMENT STUDIES
*Ulimang, Ngaraard State,
Republic of Palau*

Spring Semester:
Island Management Studies

THE CENTER FOR
MARINE RESOURCE STUDIES
*South Caicos, Turks
and Caicos Islands, BWI*

Fall and Spring Semesters:
Marine Resource Management
Summer Courses:
Marine Parks Management

Photo: Blair McCaw



James L. Elder, Jr.
President



Terry L. Andreas
Chair

Letter from the President and Chair

In society's rush to specialize and take the world apart, we have lost the search for a vision of how the world fits together. Students today too often are being trained to analyze, to take things apart, to seek and pursue new information at the fringes of knowledge, to become experts - not to ask and chase the big questions which require synthesizing skills, seeing patterns, and developing an intuitive understanding.

While there can be great personal power in this specialization, such specialized knowledge is often gained at the cost of understanding the larger context, which in turn heightens the chance for bad decision-making. Thus we can have highly skilled scientists without a sense of ethics, brilliant economists without a sense of conservation, successful politicians without vision, bankers without a sense of community - you get the point.

Instead, we need more people trained to ask the big, integrative, comprehensive questions. Not only are such generalists likely to be survivors on a personal level because they are not captives of a highly specialized niche, but they are likely to be the best decision-makers from a social viewpoint. They are thus likely to help us all, by leading the way on this critical search for a vision of how it all fits together.

The impulse to ask big questions, to look for connections and patterns, is inherent in all of us. It begins to manifest itself during late adolescence and somehow often gets lost as we enter the "real" world of work. Our education systems need to help us to strengthen and support this impulse, to hold onto it - yet traditional systems too often veer off in exactly the opposite direction.

SFS faculty have been asking such big questions for years; often despite all their traditional training, they intuitively approach teaching in the same manner. We are beginning to create a unique formal pedagogy built on the asking of big questions, to complement our existing field and case studies approach. And the information we get tells us we are on the right track. For example, a recent survey of employers noted that just having international experience on your resume these days, important as it is, isn't enough; that experience must have given you skills in problem-solving and teamwork within a cultural context to be of value. Another survey of environmental employers noted that the single most important topic they wish undergraduates to study is *ethics*. Both surveys indicate a world where the ability to see the big picture is becoming increasingly critical.

Can we have confidence in such a radical approach to education, or will it somehow inadvertently lead students astray? Can we build a system where our faculty consistently teach in this manner, or is it more an art than a science and thus impossible to institutionalize? Big questions in themselves...

(over)

Photo: Bob McCreedy



The SFS academic program encourages students to see "the big picture."

Alumnus John Cowden is just one of the many SFS success stories. Inspired by his 1994 SFS experience on the island of El Pardo, Baja California Sur, he has returned to Mexico to conduct a nine-month investigation of small scale fisheries along the Gulf of California shores. Accompanied by fellow SFS graduate Hudson Weaver, his research has involved collecting data on daily catch composition, effort and fishing site, as well as describing each island community in its social, technological, economic and historical contexts. Currently, the data is being wrestled into usable form with the help of local fisheries scientists—the primary recipients of final research results. These results will also be shared with community members and local schools as well as universities and researchers in the U.S. and Mexico.

This 14th year has been a major transition year for SFS. We reached our long term goal of creating six centers and shifted most of our attention to insuring that those Centers offered the best possible programs which were true to the SFS mission. A complete and thorough examination of SFS programs has led us to take several major actions over the past year:

- to reorganize the School's structure and operations from top to bottom;
- to make the difficult decision to close the Center for Marine Mammal Studies in Baja, Mexico, in order to be true to our mission of creating a problem-focused curriculum; and,
- to close the summer Satellite Program due to declining enrollment and expensive costs, in order to be more efficient as an organization.

At the same time, we successfully undertook the major challenge of creating **two new Centers** over the past year: *The SFS Center for Island Management Studies* on the Pacific island of Palau, and *The SFS Center for Coastal Studies* on Vancouver Island in British Columbia, Canada. This complete replacement of 40% of the SFS curriculum was by far the most important and ambitious accomplishment of the year.

We also began plans to replace the Center for Marine Mammal Studies with a new **SFS Center for Wetlands Studies (CWS)** in Magdalena Bay on the Pacific coast of Baja California Sur, Mexico. The CWS will be the first permanent institutional presence in the Magdalena Bay region, either Mexican or international, with a conservation or resource management agenda. This Center aims to support effective management of the ecologically critical, but threatened marine, wetland, and coastal resources of the Bay. The first group of students to enroll is slated for the Fall semester of 1996.

The core of what The School for Field Studies is about remains intact, as evidenced in a letter we received from alumnus John Cowden recently. He has returned to Mexico, the site of his SFS program, armed now with a Bachelor's degree and a prestigious Fulbright Scholarship, to spend nine months following up on his fieldwork begun with SFS. John is but one of over 7,000 SFS graduates, many of whom have had similar, positive life changes as a result of their SFS experience.

Due to the hard work of many staff and the contributions of many supporters, SFS is truly becoming what was envisioned 14 years ago. Our continuing and deepest thanks to all of you.

James L. Elder, Jr.
James L. Elder, Jr.
President

Terry L. Andreas
Terry L. Andreas
Chair



The SFS headquarters building in Beverly, MA, houses the key administrative functions which support the School's six overseas Centers.

The School for Field Studies (SFS) is the country's first and largest educational institution devoted exclusively to environmental field studies.

A nonprofit corporation founded in 1980, SFS is governed by a Board of Trustees, who in turn are elected by Members of the SFS Corporation. Funding is provided by tuition, fees, and tax deductible contributions from individuals, foundations, and corporations.

SFS enrolls about 700 college undergraduates in either semester long or one month summer programs (which are also open to high school seniors) at six overseas Centers. Each program is designed for 32 students and taught by four full-time resident SFS faculty.

Each SFS program combines academic study with a field project directed by our faculty. Traditional academic elements (lectures, readings, practicum, papers, and exams) make up our academic work, but they are presented in an interdisciplinary, "case study" format. The field project component of the SFS program applies the theory learned through the case studies to solving real environmental problems.

SFS programs are academically accredited by Boston University for all students who enroll in SFS, as well as by 15 Affiliated colleges and universities for their own students. In addition, a special Consortium of five colleges and universities supports and sponsors the SFS Center for Sustainable Development Studies in Costa Rica.

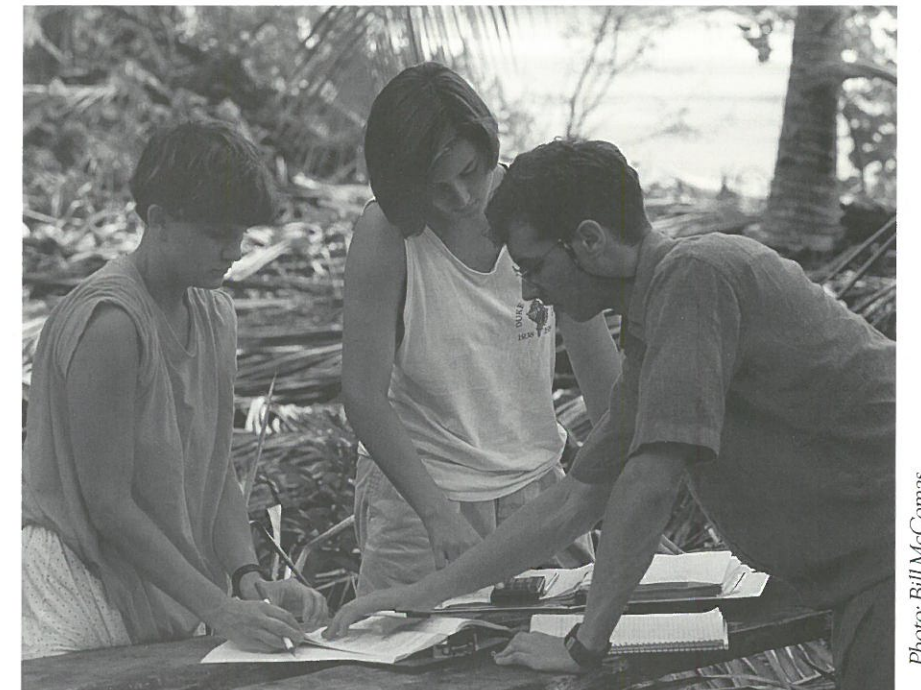


Photo: Bill McComas

SFS field projects enable students to transform theory into practice. In this case, students in Costa Rica assessed the potential economic and ecological impacts of setting aside private land as a preserve that would also attract ecotourism.

- SFS established two new Centers over the past year: The SFS Center for Island Management Studies on the Pacific island of Palau, and The SFS Center for Coastal Studies on Vancouver Island in British Columbia, Canada. This was by far the most important accomplishment of the year, and increased program capacity by 20%.

Opening ceremonies for the Center for Island Management Studies were presided over by the Vice President of the newly independent Republic of Palau and the Governor of Ngaraard, the Center's home state. Also attending were most members of the community of Ulimang (the Center's home town), the School's Chair and President, pioneer students and faculty.

Start-up preparations for the Center for Coastal Studies in British Columbia were completed over the summer, with the first group of SFS students scheduled to arrive for the Fall 1995 Semester.

- To meet the needs of future program growth, a formal Research and Development function was created. The first task of this function was to reexamine the purpose of the Center for Marine Mammal Studies. The decision was made to replace the marine mammal focus with a new focus on wetlands, to better meet the School's mission of being problem oriented. As the old site and program were being closed down, a new site was chosen to support the new focus - Magdalena Bay on the Pacific coast of Baja California Sur. The projected opening date for the new SFS Center for Wetlands Studies is the Fall 1996 Semester.
- Participants from SFS's top 15 feeder schools accounted for 33% of the total student

enrollment. Students from SFS Affiliates constituted 15% of total enrollment. Semester enrollment increased 12%, from 302 to 340.

- SFS's academic image was significantly enhanced under SFS's new accrediting partnership with Boston University.
- As an institution, SFS reaffirmed its commitment to safety by creating a new Risk Management support position in Beverly, MA. This has already lead to improved training of faculty. No serious accidents, injuries, nor illnesses occurred at the Centers in 39,885 student field days.
- Contributions to the Capital Fund reached a record of \$600,000. In recognition of Terry Andreas' 15 years of dedicated service as SFS Chair, the Andreas Foundation generously granted the School its largest ever capital gift of \$500,000.
- The diversity of SFS's student body population was significantly enhanced; minority participation during the 1994/95 academic year reached 10%. Total scholarship awards exceeded \$200,000; an equal amount was awarded in student loans.
- SFS administrative staff in Beverly, MA, demonstrated their commitment to diversity by establishing and supporting the Staff Scholarship Fund. The recipient of this award was Manuel Matos, a student at the University of Puerto Rico, who attended the Center for Marine Resource Studies on South Caicos.
- Two SFS alumni were selected as Fulbright Scholars (Paco Olliverdes and John Cowden). Both are using their fellowships to continue fieldwork begun in their SFS programs.



Photo: Lynne Meterparel

SFS Chair Terry Andreas holds a plaque welcoming the School to Palau during opening ceremonies for the Center for Island Management Studies

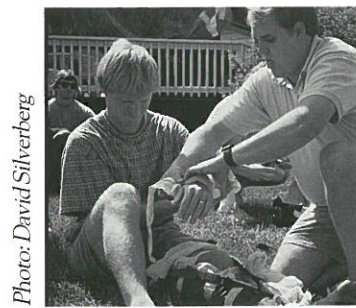


Photo: David Silverberg

SFS faculty member Wayne Vos gets a dose of preventative medicine during Wilderness First Aid training.

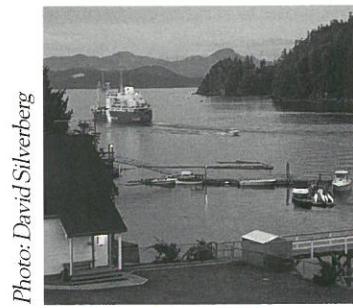


Photo: David Silverberg

Bamfield Inlet was chosen as the site for the SFS Center for Coastal Studies on Vancouver Island, British Columbia.



Photo: David Bathgate

By involving students in case studies, environmental field work and community service projects, SFS programs emphasize both the value of a practical education focused on problem solving and the importance of making a contribution to a local community.

"This program made a huge impact on the way I see the world and the environmental problems facing us today. Basically, it made me look at environmental problems from a different angle—how to best go about solving them. Before I went to Costa Rica I was extremely concerned about the environment, but I never really knew what I could do to help. I always felt that the problems were too big to be solved anytime in the near future. This course, however, made me see that every little bit helps and that the small contributions made by a group such as SFS quickly add up to be important contributions to the environmental movement."

Kelly Boyden, Tacoma, WA, University of Puget Sound

The School's mission calls for us to provide students with an excellent practical education in environmental studies. It also demands, as an integral part of that education, that we offer students a chance to participate in a meaningful way in making a contribution towards solving environmental problems. Creating this opportunity through the development of conservation field projects is the key element of the SFS education model.

At each SFS Center, students and faculty engage in field projects which will provide solutions to real environmental problems at the local or regional level. The results also offer models for creating policies, methodologies, and planning tools to deal with global environmental problems. Through the development of these conservation projects, SFS stresses the value of both a practical education focused on problem-solving and the contribution which students make to the local community.

These field projects provide a focal point around which all the academic material and course work is organized. Field projects provide real problems as case studies for students to learn how to apply what they study in the classroom.

Successful development of a field project is dependent on the identification of a problem that requires resolution by an identified local decision maker. The field project is intended to combine with the academic component of the program to produce students who are environmentally literate and who possess the critical thinking ability and problem-solving skills needed to effectively tackle complex environmental issues.

The case studies and field work in our curricula can only be successful to the extent to which we develop partnerships and client relationships with local individuals, organizations, and agencies interested in conservation. Case studies, field work, and community projects should be designed with partner



Photo: Matt Weedon

SFS Centers regularly host community service activities, such as Sea Day on South Caicos which helps to educate the island's local school children about their surrounding marine environment.

As an integral part of our educational process, we seek to involve students in field projects that provide real solutions to real environmental problems at the local and regional levels. These projects offer models for creating policies, methodologies and planning tools to deal with global environmental issues.

and/or client input to insure an opportunity to teach essential environmental concepts and theory as well as relevance to client needs. These joint ventures increase the likelihood that our case studies address real issues and that our field projects will be successfully implemented.

In every SFS program, each student must design and carry out under faculty supervision a field project related to the current conservation goals of the Center. These projects continue for most of the semester, culminating in presentations to the local community and representatives from the Center's *partners* and *clients*.

An SFS program **partner** is a collaborating organization, such as a university, government agency, non-governmental organization, or private group/individual. Our partners are working on environmental issues which we feel are important and will provide suitable material for an applied education — and most importantly, they are interested in SFS's help. SFS **clients** are usually the stakeholders in an environmental issue: those individuals who are directly impacted by the work of SFS and our partners.

The following are the principal partners and field projects undertaken by each SFS Center over the past year:

1994/95 Partners and Field Projects

THE CENTER FOR RAINFOREST STUDIES

Australia

Atherton Shire Council:

Environmental audit of the Shire, resulting in the adoption of a watershed management plan.

Department of Environment and Heritage:

Reforestation management plan for the Tolga Forest to evaluate the elimination of roads, building of wildlife corridors, and establishment of an educational nature trail.

Ecological assessment of Mt. Whitfield Environmental Park as a cassowary habitat and survey of local residents' attitudes regarding cassowaries and proposed development in and around the park.

Evaluation of the habitat value of Donaghy's Corridor between Lake Barrine National Park and Gadgarra State Forest.

TREAT (Trees for the Evelyn and Atherton Tablelands):

Planting of trees with a local volunteer group at Lake Eacham nursery to reduce soil erosion and to create wildlife habitat corridors.

Wet Tropics Authority:

Analysis of reforestation plantings for the Wet Tropics Tree Planting Scheme, including data on species composition, density, abundance, production of fruit, and general quality for providing future wildlife habitat.

THE CENTER FOR SUSTAINABLE DEVELOPMENT STUDIES

Costa Rica

Atenas Community Development Association:

Neighborhood recycling program with **Workshop for Disabled People**.

Environmental education programs for local grade school.

Town renewal projects such as ornamental tree planting.

Defensores de la Naturaleza:

Technological assistance in analyzing the socio-economic value of water from the Biosphere Reserve Sierra de las Minas in Guatemala in conjunction with the **RARE Center for Tropical Conservation**.

General Forestry Directorate:

Land management plans for protected zones, Rio Grande and Cerro Atenas.

Publication of SFS research results on land use and watershed issues.

National Coffee Institute:

Development of an international trade policy model for coffee in partnership with the **University of Georgia Department of Agricultural and Applied Economics**.

Data collection on agro-ecological aspects of coffee production in energy efficiency and technological practices versus other crops.

Universidad Nacional:

Continuing investigation into Integrated Pest Management techniques.

"I have never felt so much a part of a community; I felt united with the local people. One member of the community told me something I'll never forget: 'You (the students) bring life to our community.'"

Naomi L. Unger K.,
San Marcos, TX
St. Mary's College

THE CENTER FOR WILDLIFE MANAGEMENT STUDIES

Kenya

Oi Choro Oiroua:

Preliminary conservation management plan for a group ranch - ecological monitoring to assess the quality and quantity of vegetation which supports herbivores and the food chain.

Mountain Club of Kenya:

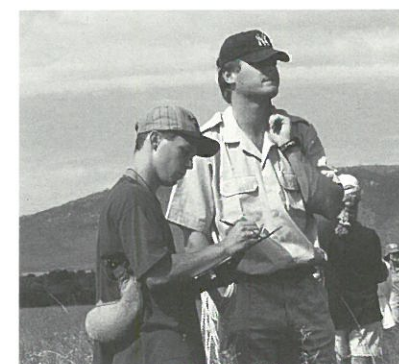
Plan to minimize raptor nest disturbance on Mt. Lukenya created by overlaying maps of climbing routes with nesting sites and providing tables of breeding time probabilities.

Mt. Lukenya School:

Environmental education modules for a private secondary academy.

Game Ranching Limited:

Grassland management plans for this private game reserve.



In Kenya, SFS students carried out a directed research project at Oi Choro Oiroua, a group ranch north of the Maasai Mara National Park. At the request of client L.D. van Essen, shown here, they conducted ecological monitoring to provide ranch owners with sufficient data to manage the wildlife for tourism sustainability. A preliminary conservation management plan was presented to the ranchers who have begun to make changes based on SFS recommendations.

Photo: Gregg Tivnan

THE CENTER FOR MARINE MAMMAL STUDIES

Mexico

Autonomous University of Baja California Sur (UABCS):

Exchange of research results to determine the distribution and relative abundance of marine mammals and seabirds in the Bay of La Paz.

Sustainability study of cetacean species in relation to physical properties of the Bay.

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Photo: Diana Swan



For several years, the Center for Rainforest Studies in Australia has provided scientific data to the Department of Environment and Heritage to evaluate the success of reforestation plantings. SFS students and faculty, here shown outside the Center's shade house, have already planted over 6,000 trees in deforested areas. Our goal is to plant 2,000 trees per year.

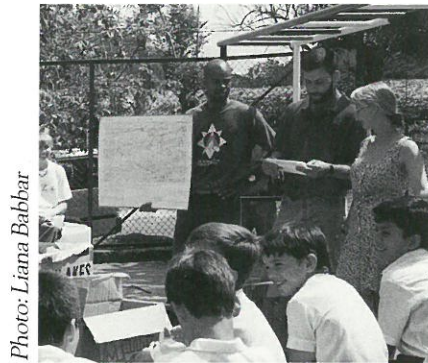


Photo: Liana Babbar

Sharing environmental insights with local students in Barrio Los Angeles, Costa Rica.

"People make change. Scientific understanding of problems is important to an extent but if you want to see something happen you have to encourage people to make it happen. We organized a waterfall clean-up with the people in the community. It may seem like a small task but it made a great deal of difference to the community. It brought the people together and helped them realize that jobs seem smaller when you work together, as well as encouraged them to pay attention to nature."

Jaime Bancroft,
Encinitas, CA
University of California-Santa Cruz

CICIMAR (Centro Interdisciplinarios de Ciencias del Mar):

Collection of data on sea lion entanglement at Los Islotes, a local breeding rookery.

Ministry of Natural Resources (SEDESOL):

Development of management guidelines and policy for the islands in the Sea of Cortez.

Assessment of land use changes with increased tourist development.

Community of La Paz:

Public service projects such as English instruction to grade-school children, educational activities based on SFS research projects, mural depicting whales and desert ecosystems through the Casa de Cultura.

Collection of data during fishing trips with residents of El Pardito, a small community of artisanal fishers in the northern islands of the Bay of La Paz.

THE CENTER FOR ISLAND MANAGEMENT STUDIES

Palau

Government and Planning Commission of Ngaraard State:

Recycling program for the collection and shipment of recyclables to the capital of Koror.

Evaluation of solid waste issues in order to choose a new landfill site.

Department of Conservation and Marine Resources:

Assessment of growth rates for giant clams (*Tridacna*), including a proposal to reschedule the harvesting season.

Environmental Quality Protection Board:

Assessment of soil erosion impacts of the newly-established road system of Babeldaob.

THE CENTER FOR MARINE RESOURCE STUDIES

Turks and Caicos Islands

South Caicos school system:

Development and implementation of an environmental education curriculum focusing on conservation of marine natural resources.

Community service projects such as painting of underwater marine resources mural, Sea Day and Earth Day activities for local children, swimming lessons, and National Youth Day.

TCI Fisheries Department:

Ongoing monitoring of conch and lobster on South Caicos, including a proposal for four conch pens beside Long Cay.

Department of the Environment and Coastal Resources:

Pre-development impact studies for tourist activity on South Caicos.

"Perhaps the most stimulating part of the program was the directed research. The feeling of doing something that had never been done before was intellectually intoxicating. I did my research on the economics of reforestation, and I am so proud of that paper. I will read it in years to come and still feel I accomplished something worthwhile that contributed to not just my education but to the community."

Ben Bedard,
New Vineyard, ME
University of Maine

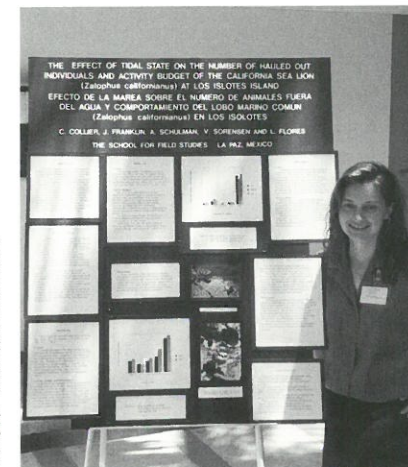


Photo: Vanessa Sorensen

Professional presentations and publication of SFS research are one indicator of the School's contribution to the environmental community.

Selected 1994/95 SFS Research Papers and/or Presentations

AGUILAR*, B., TROYA**, I., HOCHAUSER**, J., TULL**, J., and DIAZ*, J. L. (1995).

Interactions between land distribution and environmental degradation in privately owned protected zones in Costa Rica: Can sustainable conservation of natural resources be achieved without equity? Presented at the IInd International Workshop on Information to Simulation, Pereslavi-Zalessky, Russia, July 16-20.

AU**, S., and VAGASSKY**, L. (1995).

The cooperative seen as an optimal institution for promoting sustainable agricultural practices in protected zones. Presented at the International Conference on Environmental Ethics and the Global Marketplace, The University of Georgia, April 27-29.

BRADSHAW*, L., LAWRENCE*, L., and DIAZ*, J. L. (1995).

Community development organization as a potential tool for increasing women's participation in crop protection. Presented at the XIIIth International Plant Protection Congress, The Hague, July 2-7.

BUSHELL**, J., deLIMA**, J., FEINBERG**, K., HALYBURTON**, E., SCOTT**, M., STRASZHEIM**, H., BERLINER*, D. (1995).

Climbers Beware. *Mountain Club of Kenya 1994/5 Bulletin*. 90: 68-72.

COOPER*, S. M. and PALMER**, T. (1994)

Observations on the Dietary Choice of Free-ranging Juvenile Ostriches. *Ostrich*. 65(3/4): 251-255.

GREGMAN**, J., BRADSHAW*, L., GOLDEN**, K., and VALLADARES**, G. (1995).

Use of *Gliricidia sepium*, a common leguminous tree in Central America, to control white fly in green beans. Presented at the XIIIth International Plant Protection Congress, The Hague, July 2-7.

JEREZ*, L., CROLL*, D., and URBAN, J. (1994).

Human Use of the Islands of Espiritu Santo and La Partida, Bay of La Paz, B.C.S. Colloquium on the Bay of La Paz, Universidad Autonoma de Baja California Sur, October 5.

ROBERTSON*, P. and CUMMINGS*, J. T. (1995).

An evaluation of cassowary (*Casuaris casuaris*) food plants in restoration plantings in North Queensland's wet tropics. Presented at the Society for Conservation Biology Annual Meeting, Fort Collins, CO, June 7-11.

VAN TASSEL**, T. (1995).

To Save the Spectacled Flying Bat. *Bat Conservation International: Bats*. Spring, 13(1): 13-15.

** = SFS Students/Alumni, * = SFS Faculty

New Faculty

"The faculty was superb... They encouraged us to find answers to our questions and sometimes demanded that we put our heart and soul into the problem or issue. They encouraged us to immerse ourselves entirely into the program. I view them and their accomplishments as an inspiration to my own life."

Jacqueline Fung,
Palos Verdes, CA
University of Colorado

Our twenty-four full time faculty members have a unique blend of academic achievement as well as extensive practical experience. In order for our programs to be successful, it is critical that our faculty be skilled in the actual problems of managing change necessary for sustaining natural resources. Committed educators and conservation professionals are attracted to SFS as an opportunity to truly make a difference in the lives of students.

We are pleased to note nine new permanent faculty appointments this year:

DEREK BERLINER
Center for Wildlife
Management Studies

Derek grew up and studied in the Transvaal, South Africa, earning a B.Sc. in Livestock Science. Disillusioned with the narrow approach of agriculturalists, he went on to get an honor's degree in Wildlife Management. His studies were interrupted by a stint in the air force, during which he was involved in conservation work. Derek spent the next few years with a government-funded research group focusing on commercial game-ranching and obtained a Master's degree in Botany from the University of Witwatersrand in South Africa. His Master's thesis explored the use of ecological modeling to assist in management decision-making for game and cattle ranches.

WILLIAM BROWNELL
Center for Marine Resource Studies

Bill received an M.S. in Fisheries from Cornell University in 1970. His work as a fishery biologist took him to the Virgin Islands, Anguilla, Saba, Barbuda Banks, New Hamp-

shire, Cuba, Venezuela, Panama, and Brazil. While in West Africa in the early 1980s, he developed a system of low technology fish smoking which is now practiced throughout the west coast from Senegal to Cameroon. In 1984, Bill immigrated to New Zealand, where he established an estuarine organic farm and practiced scallop enhancement with the local fishermen's association. He then co-founded a community college for applied environmental sciences. Bill has published several dozen scientific and popular articles and manuals on fisheries and mariculture.

JOHN GRANT
Center for Rainforest Studies

John rejoined the Center this year, having served as a part time faculty member in 1988, during SFS's first year of operation in Australia. John has been actively involved in conservation of the Australian Wet Tropics for over 10 years. His experience ranges from acting as a consulting zoologist for the Queensland Department of Environment and Heritage to teaching ornithology at a local community college. John completed his Ph.D. at Australian National University in 1985, on the feeding ecology of Australian bats. He is presently involved in examining the interactions between seed dispersal, seed predation, and natural regeneration of rainforest tree species in reforestation plots.

ANDREW G. GUDE
Center for Marine Resource Studies

Andrew joined the SFS faculty in January, 1994. For four years prior, he worked for an environmental consulting firm in Portland, Oregon, where performed fisheries surveys, stream studies, riparian studies, and habitat surveys. He was also involved in tropical marine environmental affairs in the U.S. Virgin Islands as an independent consultant; worked as an environmental

educator; served as diving supervisor at Seacamp in the Florida Keys; worked as a boat captain and diving instructor in the Virgin Islands and on Grand Cayman; and functioned as support diver for saturation divers conducting research at the Hydrolab on St. Croix. Andrew has spent considerable time as a commercial fisherman, breath-hold diving for lobster and spear-fishing. Andrew has a Master's degree in Geography with a specialization in Natural Resource Management from Portland State University.

ANN KITALONG
Center for Island
Management Studies

Ann earned a Master's degree (1983) in Biology from the University of Guam and a Master's degree (1988) in Zoology from the University of Hawaii. She is a long time resident of Palau, who originally came to the islands as a fisheries biologist for the Peace Corps in the 1970s. Ann has served as an advisor to the Palauan Marine Fisheries Division and as a consultant on a number of biological impact assessment projects in Palau.

JOEL MILES
Center for Island
Management Studies

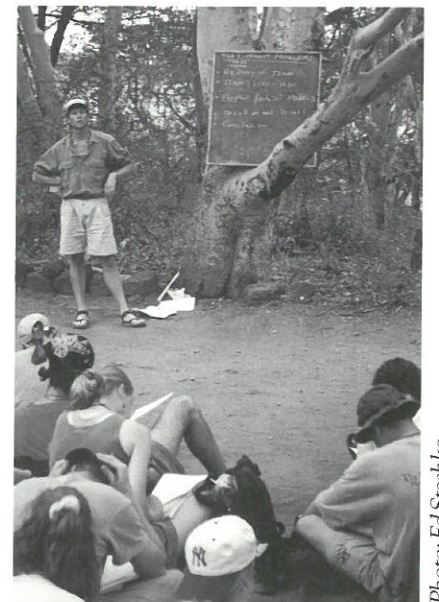
Joel earned his doctorate from the University of Hawaii Department of Horticulture in 1991, specializing in weed management through non-chemical methods. His professional experience includes teaching at Palau Community College (PCC), where he taught courses in agriculture, the natural sciences, and statistics. From 1987 through 1992, he was Assistant Dean of Instruction at PCC. He also has been Senior Extension Specialist in Integrated Pest Management with the College of Micronesia Cooperative Extension Service. He is fluent in the Palauan language (Belauan) and is most comfortable living in the culture of the islands.

DAVID SILVERBERG
Center for Coastal Studies

David earned his doctorate at the Massachusetts Institute of Technology from the Department of Earth, Atmospheric and Planetary Sciences in 1990. As an undergraduate, he developed early interests in environmental education and curriculum development. In 1985, he earned a Master's degree in Earth Sciences at Western Washington University, during which he spent many months mapping the temperate rainforest slopes of the North Cascades and Southern British Columbia coast range. From 1989 to 1994, he worked as a program director, research director and executive director of The Center for Field Research at Earthwatch. From 1994 until he joined SFS, David was a member of the original staff in President Clinton's Corporation for National and Community Service in Washington, DC, serving as Associate Director for Environmental Programs, developing programs for AmeriCorps, VISTA, Senior Corps and the National Civilian Community Corps.

JENNIFER SNYDER
Center for Island
Management Studies

Jennifer holds a Master's degree in Urban and Regional Planning from the University of Oregon. Before joining SFS, she worked for Mattel, Inc., as an Environmental Specialist managing all aspects of corporate environmental affairs, and as a consultant for an environmental management company specializing in corporate greening. As a graduate research fellow in the Department of Public Policy and Management (University of Oregon), Jennifer spent three months in Palau developing the first land use study for the islands.



SFS faculty member Derek Berliner takes advantage of a stop during a field trip to the Maasai Mara to give a lecture on elephant management models.

JOHN WINGARD
Center for Island
Management Studies

John received his Ph.D. in Anthropology from Pennsylvania State University, where he also earned a Master's degree in Agricultural Economics. John holds a second Master's degree in Anthropology from the University of Oregon. Before joining SFS, John worked for the National Marine Fisheries Service, National Oceanic and Atmospheric Administration, as an anthropologist for several years. His work involved applying ecological anthropology and economics to the human dimensions of natural resource management within the marine resources field. His graduate research work at the University of Oregon was conducted on the island of Pohnpei in Micronesia and the Copan Valley in Honduras.

Total Enrolled 1994-95: 563 Semester Students: 339 Summer Students: 224*

Total Enrolled 1993-94: 667 Semester Students: 302 Summer Students: 365

*Numbers reflect discontinuance of Summer Satellite Programs

GENDER

	1994-95	1993-94
Female	71%	68%
Male	29%	32%

HOME REGION

	1994-95	1993-94
New England	19%	16%
Middle Atlantic	28%	30%
West/Southwest	21%	22%
Midwest	20%	19%
South	10%	10%
International	2%	3%

FINANCIAL AID

	1994-95	1993-94
Total Awarded		
Grants	\$200,775	\$190,714
Loans	\$181,900	\$198,450
Total	\$382,675	\$389,164

ETHNICITY

	1994-95	1993-94
Caucasian	90.8%	91.2%
African-Amer.	1%	1%
Asian-Amer.	3%	3%
Hispanic	3%	2.5%
Native Amer.	.2%	.3%
Other	2%	2%

YEAR IN SCHOOL

	1994-95	1993-94
High School Seniors	5%	7%
Freshmen	5%	8%
Sophomores	15%	19%
Juniors	62%	54%
Seniors	13%	10%
Graduates	1%	2%

PRIVATE/PUBLIC SCHOOLS

	1994-95	1993-94
Public Colleges/Univ.	28%	31%
Private Colleges/Univ.	68%	63%
Public High Schools	2%	3%
Private High Schools	2%	3%

MAJORS

	1994-95	1993-94
Biology	37%	35%
Environment	22%	20%
Other natural sciences	13%	17%
Public Policy	6%	4%
Humanities	6%	9%
Anthropology	3%	4%
Economics	3%	2%
Other	10%	9%



SFS students pose in front of a bai—a traditional Palauan meeting house.

Photo: Lynne Meterpanel

TOP 15 FEEDER SCHOOLS

1994-95

1. Davidson College
2. Duke University
3. Tufts University
4. Dickinson College,
University of Michigan (Ann Arbor)
6. Colby College
7. Brown University, Skidmore College,
University of Vermont
10. Cornell University, Miami University,
Mount Holyoke College,
Trinity College (CT)
14. Allegheny College, Colorado College

1993-94

1. Davidson College
2. Tufts University
3. University of Michigan (Ann Arbor)
4. University of Colorado (Boulder)
5. Colby College, Duke University
7. Cornell University, Dickinson College
9. Emory University, University of Vermont
11. Boston University,
University of CA (Santa Barbara)
13. Claremont McKenna College,
Harvard University,
University of CA (Los Angeles)

AFFILIATED COLLEGES AND UNIVERSITIES

- | | |
|---------------------|---|
| Bennington College | Kenyon College |
| Brandeis University | Miami University |
| Clark University | Mt. Holyoke College |
| Colby College | Scripps College |
| Davidson College | S.U.N.Y. College of
Environmental Sciences
and Forestry |
| Denison University | University of Miami |
| Dickinson College | Wells College |
| Hiram College | |

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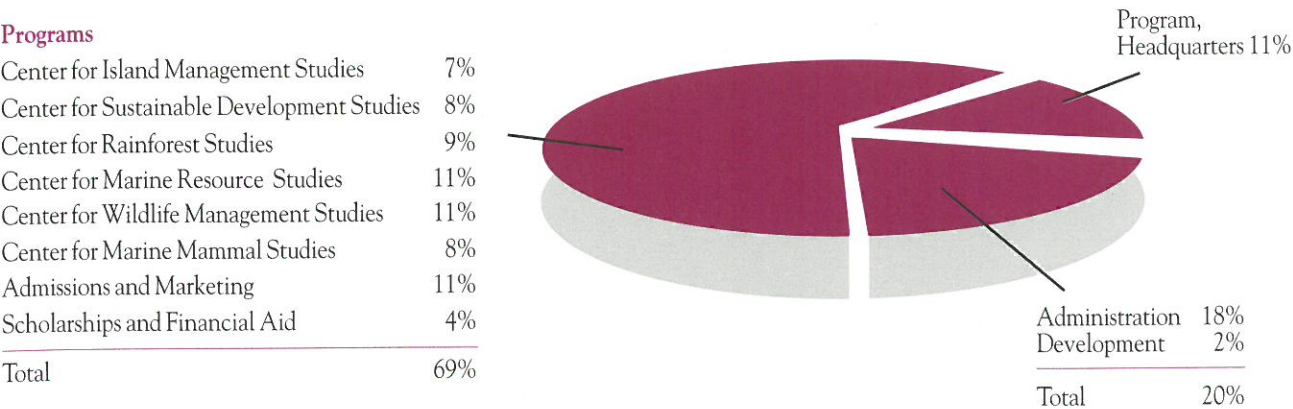
- Allegheny College
Colby College
Dickinson College
Middlebury College
University of Michigan

In the 1994-95 Academic Year, SFS students came from 47 states, Puerto Rico and the following nine countries: Belgium, Czech Republic, Ecuador, Greece, Japan, Republic of China, Saudi Arabia, Singapore, and the United Arab Emirates.

BALANCE SHEET — August 31, 1995

	Current Unrestricted Fund	Current Restricted Fund	Loan Fund	Plant Fund	Total 1995	Total 1994
ASSETS:						
Cash	1,991,444	9,793	4,300	1,222,353	3,227,590	2,762,346
Investments	25,122				25,122	22,913
Tuition receivable	547,546				547,546	295,204
Loans receivable			256,269		256,269	214,305
Advances to course sites and other assets	445,968	7,000		32,146	485,114	309,260
School plant, net				1,131,951	1,131,951	974,575
Total Assets	3,009,780	16,793	260,569	2,386,450	5,673,592	4,578,603
LIABILITIES:						
Accounts payable/ accrued liabilities	351,823	7,858	12,315		371,996	316,674
Student deposits and deferred tuition	2,152,156				2,152,156	1,791,231
Notes payable				148,143	148,143	178,630
Total Liabilities	2,503,979	7,858	12,315	148,143	2,672,295	2,286,535
FUND BALANCES:						
Unrestricted	505,801		119,854	1,251,975	1,877,630	1,209,825
Restricted		8,935	128,400		137,335	267,388
Net investment in plant				986,332	986,332	814,855
Total Fund Balances	505,801	8,935	248,254	2,238,307	3,001,297	2,292,068
TOTAL LIABILITIES & FUND BALANCES	3,009,780	16,793	260,569	2,386,450	5,673,592	4,578,603

EXPENSES - Operating Fund

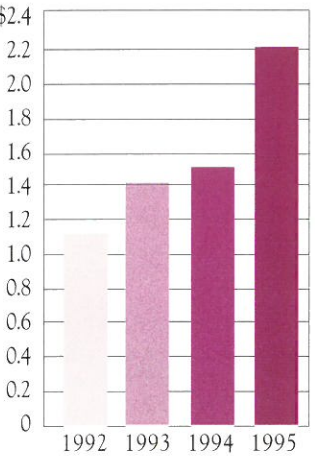


SFS's financial statements for Fiscal Year 1995 have been audited by KPMG Peat Marwick who have rendered an unqualified opinion on them. A copy of these financial statements is available upon request.

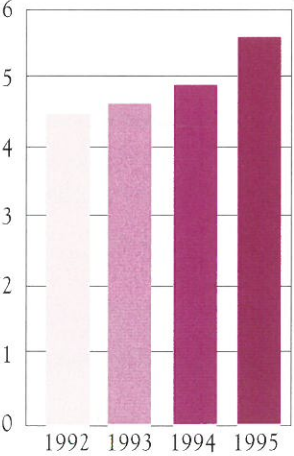
STATEMENT OF CHANGES IN FUND BALANCES - Year ended August 31, 1995

	Current Unrestricted Fund	Current Restricted Fund	Loan Fund	Plant Fund	Total 1995	Total 1994
REVENUES AND OTHER ADDITIONS:						
Educational and general revenues	4,373,605				4,373,605	4,201,233
Private gifts, grants and contracts	81,603	32,385		600,000	713,988	334,371
Expended for plant facilities				292,958	292,958	75,546
Retirement of indebtedness				33,011	33,011	30,089
Net proceeds from sale of plant facilities				6,800	6,800	26,549
Other	170,301		8,166		178,467	112,223
Total Revenues and Other Additions	4,625,509	32,385	8,166	932,769	5,598,829	4,780,011
EXPENDITURES AND OTHER DEDUCTIONS:						
Educational and general expenditures	4,309,876	77,438	9,191		4,396,505	4,017,327
Expended for plant facilities				292,958	292,958	75,546
Interest on indebtedness				16,450	16,450	16,581
Retirement of indebtedness				33,011	33,011	30,089
Net cost of plant facilities sold				1,519	1,519	21,011
Depreciation				146,633	146,633	111,387
Allowance for doubtful loans				2,524	2,524	18,962
Total Expenditures and Other Deductions	4,309,876	77,438	9,191	493,095	4,889,600	4,290,903
TRANSFERS AMONG FUNDS - ADDITIONS (DEDUCTIONS):						
Mandatory debt transfer	(49,461)			49,461		
Transfer to fund depreciation	(146,633)			146,633		
Other transfers		(85,000)		85,000		
Total Transfers	(196,094)	(85,000)		281,094		
NET INCREASE (DECREASE)						
For The Year	119,539	(130,053)	(1,025)	720,768	709,229	489,108
FUND BALANCE (DEFICIT)						
At Beginning Of Year	386,262	138,988	249,279	1,517,539	2,292,068	1,802,960
FUND BALANCE (DEFICIT)						
At End Of Year	505,801	8,935	248,254	2,238,307	3,001,297	2,292,068

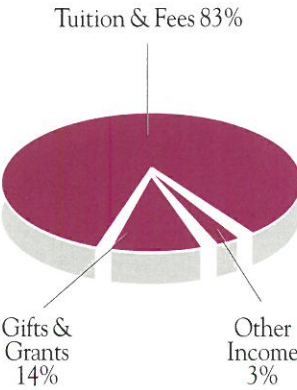
PLANT FUND BALANCE —
In Millions of Dollars



TOTAL REVENUES —
In Millions of Dollars



TOTAL REVENUES



1994/95 DONORS

Most gifts to the Operating Fund provide scholarships and loans to SFS students in financial need. The primary purpose of the Capital Fund is to support the acquisition and improvement of property at each SFS Center. We extend our sincere gratitude to the individuals, corporations and foundations who made contributions this year, helping the School to reach several of its goals.

Since its founding, SFS has received sizeable donations from the **Andreas Foundation** for physical plant improvements. This year, the *Andreas family* granted the School its largest ever capital gift of \$500,000, in recognition of Terry Andreas' 15 years of dedicated service as Chairperson of the SFS Board of Trustees. We gratefully acknowledge the continued support of the Andreas Foundation, both financially and through the leadership of Ms. Andreas.

General operating support was provided by a substantial grant from the **Charles Engelhard Foundation**, whose ongoing commitment to SFS has contributed significantly to the development and expansion of SFS academic programs. The **Archer-Daniels-Midland Foundation**, the **Homeland Foundation**, and the **Henry Foundation** provided restricted grants to individual Centers for which we are extremely grateful. The School also offers special thanks to several individuals for their continuing and substantial contributions in FY1995: **Herbert Allen, Jr., Astra Davis, Shreve M. Archer, Jr., Mr. & Mrs. Francis W. Hatch, Jr., Mr. & Mrs. Emil Mosbacher, Jr., Terry Nixon, Laurance S. Rockefeller, Henry Weldon, and Mrs. John J. Wilson.**

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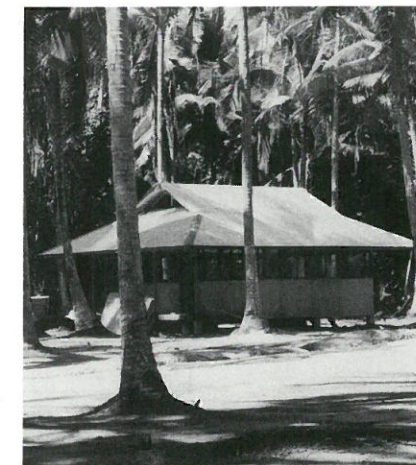


Photo: Ed Stashko

Contributions to the Capital Fund support SFS's physical plant, such as the construction of student housing in Palau.

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"I would like to extend the highest appreciation and thanks to those people who believed in my vision and ability to contribute to the sustainable development course in Costa Rica. The SFS learning experience takes place on several levels, including personal growth in a socially, environmentally, intellectually, and culturally stimulated atmosphere. In short, the SFS program proved to be one of the most intense learning experiences in which I have ever taken part."

Brendan B. Collins, Pittsfield, MA, St Michael's College

Fiscal Year 1995 reached record heights in the fundraising history of the School. SFS was fortunate to have received a total of \$713,988 in contributions; \$113,988 for the Operating Fund and \$600,000 for the Capital Fund.

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 Jennifer Snyder, **M.A. Urban and Regional Planning**, University of Oregon

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 Lynne Meterparel (Palau)

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 Henk Neinhuis (Mexico)
 Lanny Guyton
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 Randy Botteri
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 Phillip Reklai (Palau)

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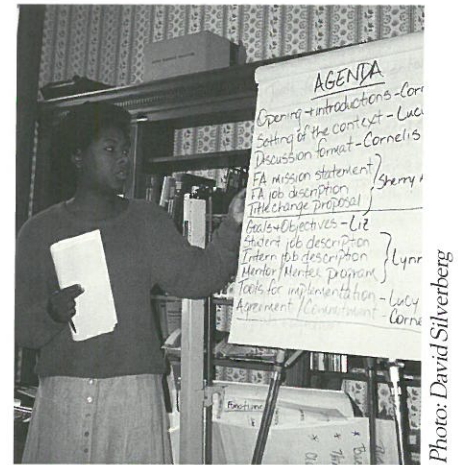
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 Robert Doctor* (Kenya/Summer)
 Leia Castaneda* (Kenya/Summer)
 Bonnie Baker* (Kenya/Summer)
 Pamela Freeman*
 (Australia/Fall and Spring)
 Catherine Rideout*
 (Australia/Fall and Spring)
 Mark Ruebel* (Australia/Fall)

Alison Gooding*
 (Australia/Spring and Summer)
 Maria Whitehead*
 (Australia/Summer)
 Meg Jones* (Australia/Summer)
 Julie Grossman*
 (Costa Rica/Fall, Spring and Summer)
 Francisco Ollervides*
 (Costa Rica/Fall and Mexico/Spring)
 Kate Besleme* (Costa Rica/Fall)
 Scott Patterson
 (Costa Rica/Spring and Summer)
 Heather Smith*
 (Costa Rica/Summer)
 Susan Dew (Mexico/Fall)
 Sara Cohen* (Mexico/Fall)
 Paul Hirsch (Mexico/Fall)
 Samuel Chavez-Rosales
 (Mexico/Spring)
 Sabina Widman* (Mexico/Spring)
 Meghan Mitchell*
 (Turks and Caicos/Fall and Spring)
 Matt Weedon*
 (Turks and Caicos/Fall, Spring and Summer)
 Jonathan Roach*
 (Turks and Caicos/Fall and Spring)
 Karen Wiley*
 (Turks and Caicos/Summer)
 Darcy Shearer*
 (Turks and Caicos/Summer)
 Abby Atkins* (Palau/Spring)
 Ethan Daniels (Palau/Spring)
 Kate Moran* (Palau/Spring)

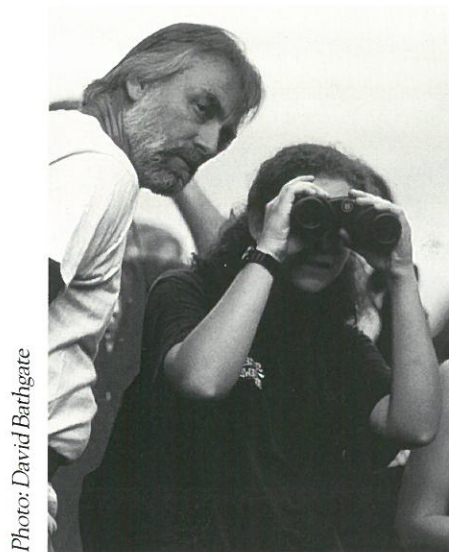
* = SFS alumnus/alumna



Student Affairs Manager Sherry Ann Carrington makes a presentation during the SFS Faculty Meeting.

"I am fortunate to have experienced SFS from a lot of angles — as a student, an intern, and then as an assistant teacher during the 1990-91 academic year. In each of these roles, I have learned a great deal about the cultures, wildlife and conflicts of East Africa, the secrets of running a field camp smoothly, the tricks to putting together a successful safari, and the art of driving land rovers though muck in the rainy season. Most importantly, though, I have been profoundly influenced by what I perceive as the SFS mission, to provide a community of teaching and learning based on experience and immersion."

Todd Palmer,
 Madison, WI
 Oberlin College



SFS Center for Rainforest Studies
 Field Director, Paul Robertson.