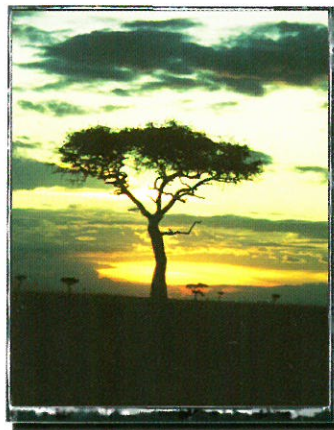
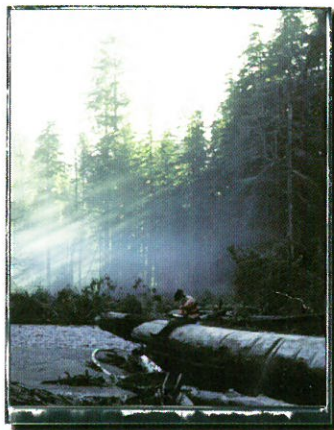
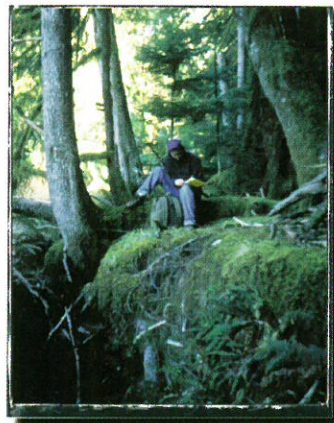
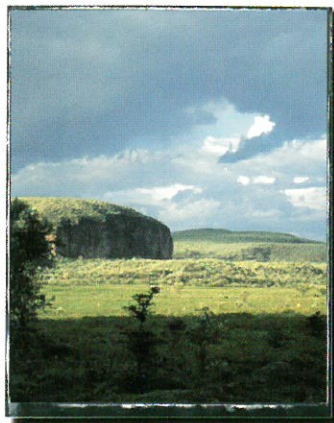


# The School for Field Studies

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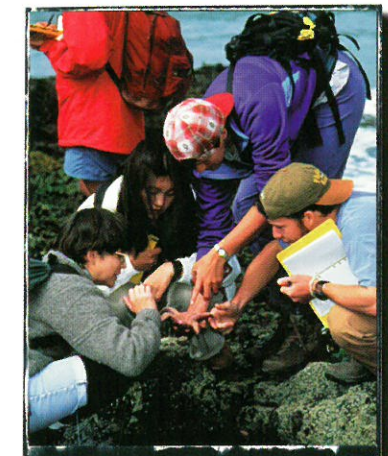
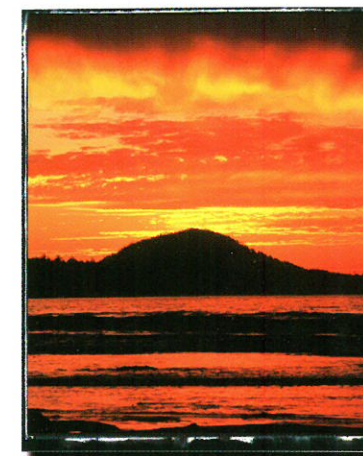
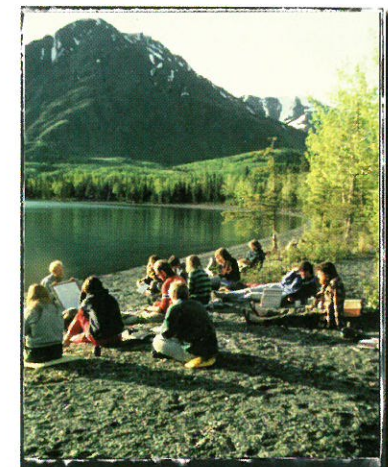
## EDUCATING FOR A SUSTAINABLE ENVIRONMENT



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# The School for Field Studies

## 1995-96 Annual Report



## EDUCATING FOR A SUSTAINABLE ENVIRONMENT

SFS MISSION

The mission of The School for Field Studies is to provide highly 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/aware, as well as make immediate and future contributions towards the sustainable management of the world's natural resources.



The environment makes an ideal classroom for a salmon habitat lecture in British Columbia.

Admission to The School for Field Studies is open to qualified students without regard to sex, race, sexual orientation, color, national and ethnic origin, economic status, physical or mental disability or other protected status. SFS is a 501(c)(3) non-profit educational institution.

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1995-96 CURRICULUM

THE CENTER FOR RAINFOREST STUDIES

Yungaburra, Queensland, Australia  
Fall and Spring Semesters:  
Tropical Rainforest Management  
Summer Courses:  
Tropical Reforestation

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  
Fall 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

THE CENTER FOR COASTAL STUDIES

Bamfield, British Columbia, Canada  
Fall and Spring Semesters:  
Coastal Rainforests and Marine Resources  
Summer Courses:  
Conserving Marine Resources and Coastal Rainforests

INTRODUCTION TO SFS

The School for Field Studies (SFS) is the country's first and largest higher education institution devoted exclusively to environmental studies. SFS is a system of field schools, or Centers, throughout the world for the study and practice of environmental problem solving.

To date, SFS operates six Centers which function as on-site/in situ laboratories for environmental problem solving, each with its own unique topical focus. The emphasis at each Center is on seeking solutions, not just on the study of either problems or the environment per se. Unlike traditional field stations, the work of these Centers is exclusively applied in nature. In conjunction with local partners working on environmental issues, these Centers seek solutions which promise to serve as models in other regions throughout the world.

At all Centers, each SFS program combines academic study with a field research project directed by our faculty to assist a local decision-maker in solving an environmental problem. The academic work encompasses conventional academic elements (lectures, readings, papers, and exams) but presented in an interdisciplinary "case study" format. The field project applies the principles and theory learned through the case studies to solving local environmental problems.

Each year, approximately 700 SFS graduates return to their undergraduate work having learned new problem-solving skills. In addition, SFS graduates consistently demonstrate an in-depth appreciation for and understanding of the global environmental condition; the skills of problem solving; and a strengthened commitment to the sustainable development of the world's natural resources.



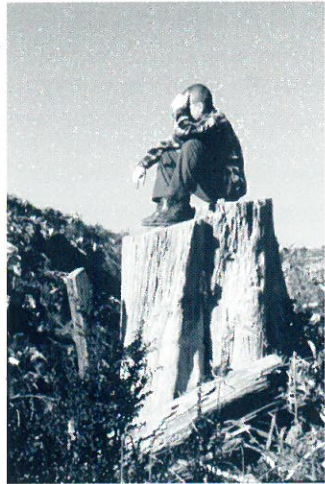
Students in Costa Rica assist a local decision-maker in solving an environmental problem.

CAPSULE DETAIL

|                                                                    |                                                                                |                                                                                                                    |                                                                     |                                                         |                                                                                                  |                                               |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Founded:</b><br>In 1980, as a nonprofit educational institution | <b>Governance:</b><br>Board of Trustees, elected by Members of the Corporation | <b>Funding:</b><br>Tuition, fees, and tax-deductible contributions from individuals, foundations, and corporations | <b>Program Types:</b><br>Undergraduate semester and summer programs | <b>Field of Study:</b><br>Environmental problem solving | <b>Academic Credit:</b><br>Through Boston University and 21 affiliated colleges and universities | <b>Class Size:</b><br>32 students per program |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------|

## LETTER FROM THE PRESIDENT AND CHAIR

Michael Quinn



The economy, environment and education are inextricably linked.

David Silverberg



Education must be given the highest priority in today's environmental agenda.

*SFS was founded by forward thinking individuals to provide future leaders with the resources to be effective advocates for sustainable development.*

For the last several decades, society has struggled unsuccessfully to manage three critical systems: the **environment**, the **economy**, and **education**. Our natural resource supplies are dwindling; the huge costs of pollution and inefficient use of natural resources eat away at profit margins. And our educational systems are increasingly seen as unresponsive to changes in these systems and unhelpful to the process of needed evolution.

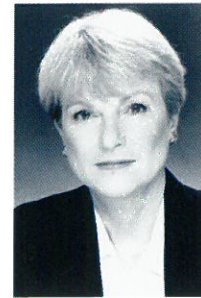
Many people have come to realize that the economy, the environment, and education are **inextricably linked**, a realization which is manifested in the concept of **sustainable development**. (This means the use of resources to meet the needs of the present without compromising the ability of future generations to meet their needs.) Because of the intricate interrelationships of the environment, education and the economy, **saving any one of them requires saving them all**.

During a recent presentation on our collective environmental future at a local college, a well-known environmental speaker emphasized the importance of the U.S. environmental protection laws and assigned to litigation the task of solving environmental problems such as the terrible state of eastern U.S. coastal waters. Litigation can only be at best a holding strategy. Instead, we contend that long term success in resolving conservation issues requires broad-based environmental education. Both the larger population in general and society's broad leadership in particular must become better educated about the complexities and dynamics of environmental problem solving.

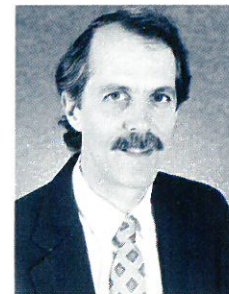
As a nation, we must enlist all sectors of society - every organization, business, arm of government and every individual - in this challenge. And we must start by developing a generation of environmentally literate leaders. **Education therefore must be given the highest priority in today's environmental agenda.**

Fifteen years ago, we founded The School for Field Studies to provide future leaders with the resources to be effective advocates for sustainable development. Our programs engage undergraduate students and SFS clients to examine together the impact of human behavior on wildlife and the environment and seek to accomplish long term habitat and ecosystem preservation and restoration. We are finding new ways to engage young people in achieving environmental literacy.

**We teach environmental problem solving** from the perspective of individual responsibility and empowerment. We provide young people with the knowledge, experience and self-confidence that they can make a difference in their communities. In the process, SFS can be seen as both a school and a technical assistance organization. The usual distinctions between research and education found in a traditional higher educational institution have been eliminated, and a program which combines the two has been created. A third component has also been added: ACTION, moving out of the realm of simply studying problems into the realm of struggling to implement solutions.



Terry Andreas



Jim Elder

Education, research, and action at SFS are inseparable: students, faculty and the local community interact constantly and in non-traditional ways. SFS education is part of the solution. We demonstrate an educational model that is different from the past, one that can help facilitate change in the environment and the economy as well.

FY96 was primarily a year of consolidation while enrollment and finances remained stable. During the past year, SFS programs educated 570 students through a problem-solving approach **that leaves students not just knowing what they know, but also knowing what they can do with what they know**. Whether they worked in rainforests, coral reefs or savannas, in temperate or tropical climates, our students were challenged to tackle difficult resource management issues, and to work on solutions that acknowledge the local economic, political and social contexts. The message of empowerment that students receive through the demonstration of their ability to make a difference in a foreign environment is one that distinguishes SFS programs.

Perhaps the most significant new accomplishment during FY96 was the laying of the groundwork for SFS's sixth Center, the Center for Wetland Studies in Baja Mexico. During the past year we not only designed and staffed the Center but we also secured over a dozen major partners who made significant contributions towards the Center start-up. For example, the David and Lucile Packard, Archer Daniels Midland, National Fish and Wildlife and Homeland Foundations underwrote \$250,000 of start-up costs; **the Mexican Government approved a debt swap agreement for \$1.5 million, the first "Debt-for- Environmental Education" swap ever conducted anywhere in the world**. The \$300,000 or so expected proceeds of this swap are being used to help fund the Center's innovative facility currently under construction. And the Mexican Ministry of the Environment (SEMARNAP) has not only endorsed the Center but has requested that it be the lead agency in the creation of the first master plan for the Magdalena Bay region once the Center opens in February 1997.

Such accomplishments are only possible due to the talents of a dedicated staff, both at Headquarters and in the Field. Thanks to their efforts, SFS students receive an educational experience that will stay with them forever. A great education remains the single focus of our organization throughout our growth and rapid change.

Sincerely,

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

*Terry L. Andreas*  
Terry L. Andreas  
Chair

## CENTER IMPACTS & ACCOMPLISHMENTS

The goal of our conservation focus is to have students engage in projects at each Center that provide solutions to environmental problems at the local and regional level and that offer models for creating policies, methodologies, and planning tools to deal with environmental problems on a global level. This section of the Annual Report looks at project impact on host regions during the fiscal year.

Impact is largely a function of the social, political and scientific interactions between SFS faculty, students and the local community. Successful development of a field project is dependent upon the identification of a problem that requires resolution by a local decision maker. Impact is also a function of time. Understanding complex environmental problems results from data, often gathered under different sets of conditions, sometimes requiring many student-semesters to complete. Looking at a single fiscal year only offers a snapshot in time. What seem like small steps can accumulate to change the life of a community over time.

### AUSTRALIA: RAINFOREST STUDIES



SFS shadehouse and tree nursery starts 1,000's of seedlings each year.

The Center for Rainforest Studies (CRS) strengthened many of its relationships with local governmental agencies during this fiscal year:

- The Australian Department of Primary Industries (DPI) requested that CRS investigate the quality of several creeks. Several students produced studies that assisted DPI to develop management plans for watersheds in the Tablelands. The studies were also integrated into their "Waterwatch" program which monitors water quality on the Tablelands.
- Fall 1995 students worked on developing a management plan for the Tolga Scrub, a rare fragment complex notophyll forest listed as a floral preservation reserve, for the Atherton Shire Council (ASC). CRS students, overseeing and coordinating six other federal, state and local organizations, evaluated the Scrub and made a number of important management/conservation recommendations: eliminating roads, building a new corridor, reforesting, removing weeds, building a nature trail for the state school nearby, and others. CRS students presented a management report and defended their recommendations before the ASC.
- The Department of Environment and Heritage (DEH) requested CRS to investigate and assess the ostrich-like cassowary population and its ecological and social correlates. CRS students and faculty worked with principal DEH officers in three locations (Atherton, Kamerunga, Cairns). A decision is pending which may well become the premier, precedent-setting management decision on endangered-species-versus-human-development to be made thus far in Queensland.
- CRS students continued the on-going project of maintaining the TREAT (Trees for Atherton Tablelands) tree nursery including all aspects of nursery management. One of the areas where tree planting is taking place is the Toohey's Creek wildlife corridor which when finished, will reconnect Gadgarra State Forest with Lake Barrine National Park. This will be the first-attempted restoration in the world to reconnect two tropical rainforests in a strategy to enable mobility among species, enlarge wildlife habitats and thereby reduce pressures toward extinction.

SFS students plant trees to connect rainforest fragments in Australia.

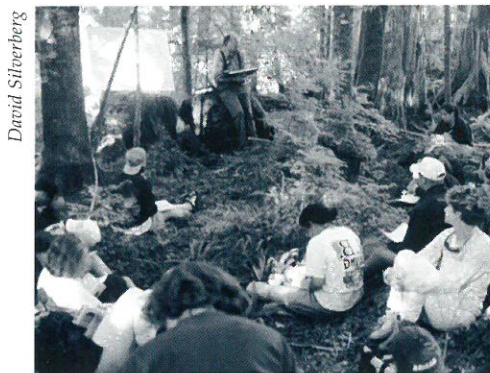
*"The semester provided me with hope. I have been an environmental pessimist in the past. But this semester showed me that I was wrong... It sounds foolish or corny, but it is true, my SFS semester gave me a new outlook and desire to be a part of that effort to turn the tide that has risen against the environment."*

Joshua King  
Tufts University

*"In conservation and management terms, these projects have gathered data which is the basis for a collective revegetation monitoring program - with the potential to lead much further afield. I am really impressed with the students work and the initiative of your centre in devising such worthwhile, hands on research opportunities."*

Dr. Steve Goosem,  
Senior Principal Scientist,  
Australia's Wet Tropics  
Management Authority

## BRITISH COLUMBIA: COASTAL STUDIES



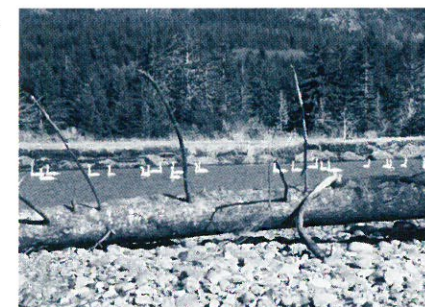
The coastal rainforest of British Columbia provides students a living laboratory for this forestry lecture.

The Center for Coastal Studies (CCS) enjoyed a remarkably solid start-up year. The staff established an effective model of community involvement and implementation, working within the operating framework that projects demonstrate ecological integrity while preserving cultural dignity. In FY 96, Center projects encompassed conservation, preservation, restoration, and utilization as well as income generation and other tangible benefits to the community.

- Fall 1995 students produced the first ecoforestry management plan in Barkley Sound. Reserve 533 had been designated for clear-cutting by an independent contractor. The hereditary and elected Council of the Huu-ay-aht First Nation voted to change this plan to the SFS woodlot management plan for Reserve 533, resulting in the land not being clear-cut, but still providing an option for revenue generation while maintaining ecological integrity.
- At the invitation of the Ahousaht First Nation Chief and Tribal Council and the Western Canadian Wilderness Committee, SFS summer students investigated the potential ecological and social impacts of a Youth Service Canada Trail, "The Ahousaht Wild Side Heritage Trail," on Flores Island. SFS students joined 16 Canadian young adult trail builders, including eight aboriginal participants. The directed research projects had instant impact, including significant relocation of the trail and associated bridges around environmentally sensitive areas.

First steps toward significant future impacts were also undertaken:

- Spring 1996 students mapped several salmon spawning streams and provided guidelines for habitat restoration and enhancement. This work resulted in a successful grant proposal for the Huu-ay-aht First Nation people to establish an environmental youth corps to implement the habitat projects.
- Another group of spring 1996 students provided a report to the Huu-ay-aht First Nation that outlined the potential for a wildlife viewing area. The area includes a rich estuary where such endangered species as Peregrine Falcons, Marbled Murrelets and Trumpeter Swans gather for the winter. This project provides the foundation for preservation of the area.
- The Center was also involved in the early stages of a community mapping project that will support planning and management of the area over the long term. The project will identify key terrestrial and aquatic biological features as well as historic and economic elements. The output will help the community direct ecotourism (identifying areas of unique habitat and cultural features), sustainable resource use planning, and managing for biodiversity of the area.



Michael Quinn



*"The fall semester at the Centre for Coastal Studies was the most educational experience of my life. Not only did I learn about the temperate rainforest of coastal British Columbia but also about myself. . . There are two parts to me. One is the westernized one that goes to school to learn as much as I can and the other is the indigenous one that goes to my elders to learn. . . I knew what I wanted to do with my life but was unsure of the path to take. The Centre helped me find that path. Now I know where I am heading because I know where I came from. I acquired more information than I had hoped for."*

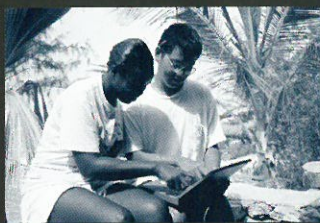
Ivy Charleson  
Ahousaht Student

*"The studies conducted by SFS will be of considerable value in the development of a theme of managing for biodiversity for the area."*

Robert Redhead, Manager,  
Heritage Resource  
Conservation, Pacific Rim  
National Park

## TURKS, & CAICOS ISLANDS: MARINE RESOURCE STUDIES

Andrea Gude



Robin Cox (left), a TCI resident, participated in a program, bringing a local perspective to the Center and returning problem-solving skills to the community.

*"Living in a situation in which we composted or recycled everything possible, conserved, and reused as much as we could has influenced me a lot. It made me conscious of how much is wasted in American society. I will do my best to carry on with this type of life-style, as well as educating others so that hopefully everyone else will do this as well. Although it may seem like small steps, I feel that, if put together by millions, something greater will emerge."*

Ben Garthwait  
Univ. of Maine at Orono

*"Since SFS has been on South Caicos, grades on high school science exams have gone from last in the country to first and I believe SFS's presence in the community and work in the schools is primarily responsible."*

Turks and Caicos  
government official

Robert Singer



Directed Research projects take place on land and underwater.

Students at the Center for Marine Resource Studies (CMRS), conducted research that had common threads of habitat evaluation, stock assessments, income-generating potential, management concerns and contribution to island development.

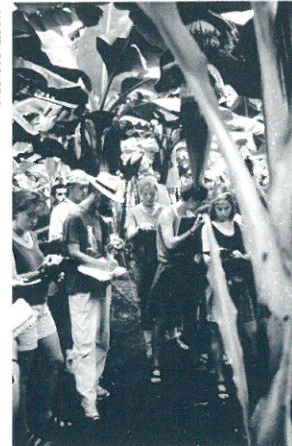
- An updated estimate of conch density on Caicos Bank was provided to the population modeling team of the Turks & Caicos Islands (TCI) Department of Environment and Coastal Resources (DECR) in

order to supplement the validity of the current population assessment model. This model is used by the Convention on International Trade in Endangered Species (CITES) implementors to determine whether TCI is adhering to regulations, thereby allowing the fishery to continue and the industry to continue exporting conch products.

- Student research developed baseline data on the open ocean and deep-water fishery resources of TCI for the DECR and Canadian International Development Agency (CIDA) to develop a feasibility study for predicting yield. This relatively untapped fishery (largely groupers) could provide new sources of livelihood for local fishermen and help in developing a sports fishery for the tourist industry.
- Faculty, students and clients explored alternative production methods: The Provo Conch Farm was provided study results on the feasibility of conducting mariculture operations in South Caicos, part of their strategy to expand conch and other specie harvest. Further studies will be undertaken in later semesters. The feasibility of using casitas for aquaranching of lobsters was established by student research. The longer-term question to be addressed in further studies is whether this technology is an effective tool to help conserve spiny lobster resources.
- A waste management plan was developed by students and presented to the staff of the South Caicos Health Department. Local leaders and community associations are being encouraged to use the recommendations to reinforce a community message to reduce waste.
- Presentation of student research on the ecology and distribution of the Scleractinian corals of South Caicos was made at the Coral Reef Symposium. This work gave the DECR solid scientific data on which to base management plans for ecotourism in coral reef areas.
- The Center participated in the founding of Citizens for Positive Action, a community group on South Caicos, and participated in its highly successful clean-up campaign.
- SFS students tutored local elementary and high school students in reading. SFS faculty and students conducted a conservation program for local high school students.

## COSTA RICA: SUSTAINABLE DEVELOPMENT STUDIES

Moises Leon



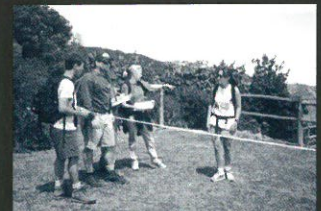
Students in Costa Rica examine banana production during lecture on sustainable agriculture practices.

The Center for Sustainable Development Studies (CSDS), is an example of a well established, long-term SFS Center. CSDS is fully recognized as a leading NGO that has a great deal to offer the region. It is frequently consulted and invited to participate in meetings concerned with the county's development. The Center is working on the products of several conservation projects: an Operational Management Plan for the Rio Grande and Cerro Atenas Protected Zones; Management of Wildlife in Captivity; Medicinal Plant Use; Sustainable Production in the western sector of the Central Valley, including the role of women in sustainable agriculture; and Integrated Pest Management.

- Student research helped establish a new scientific tool — a holistic indicator of ecosystem health for managed ecosystems — which includes measurements of *ecological* (productivity, organization and resilience of the ecosystem being studied); *social* (income distribution, education levels, mobility of the population, etc.); and *interactive* (resource use patterns from the communities surrounding

the ecosystem) *indicators*. Preliminary results of the research have been well received in international scientific forums in Russia, Denmark and Costa Rica. The use of this indicator and the conclusions from the study justify the use of integrated approaches (including social and economic elements) to address conservation problems in developing nations.

- Faculty member Lisa Bradshaw was a speaker at the University of Costa Rica panel on Integrated Pest Management (IPM). She also organized a field day at the Center to exchange information on current IPM research which was attended by 12 local farmers and three professionals from the Ministry of Agriculture.
- Faculty member Bernardo Aguilar had four papers accepted at two major international congresses which he attended. Sixteen SFS alumni were listed as co-authors. Five additional student/faculty papers were accepted for presentation at international meetings.
- CSDS continued its community service initiatives in conjunction with the Atenas Community Development Association. Among other activities, SFS students placed garbage cans throughout the neighborhoods, maintained the recycling program, organized an environmental fair, planted ornamental trees along the roadside and a home garden at a local school, and conducted workshops to train women farmers to prepare compost.



Students develop teamwork in a Directed Research project.

*"My declared major at college is civil environmental engineering. Although I had taken a few environmental studies courses, this program gave me a much better idea of what I need to combine with my engineering in order to give the best contribution to sustainable development. I need to join knowledge of engineering with ecology and human issues so that, when I become an engineer, I will not have the technology tunnel vision which I have seen in so many students and professors."*

Lori Kennedy  
Worcester Polytechnic  
Institute



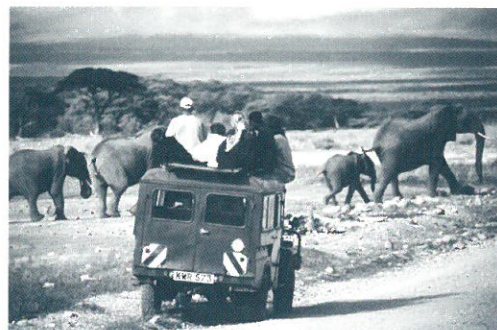
Students in Kenya learn the habits and habitat requirements of raptors.

*"Before the program, I knew I felt strongly about environmental issues and problems, but I was unaware of the many loopholes and how complex the issues really were. One answer to all of the problems was impossible. My views changed a lot throughout the program... I found out that the answers were not that simple and that often times actions with good intentions had unexpected consequences."*

Gretchen Angela Jones  
UC/Santa Barbara

## KENYA: WILDLIFE MANAGEMENT STUDIES

Jonathan Vlahos



continually drive elephants away to save crops or have had family members killed by wild animals. Students came to understand that wildlife in their region must show value in order to be preserved outside of parks and protected areas.

- ❑ Students surveyed raptor breeding pairs on nearby Mt. LuKenya. Changes to climbing routes and seasons were recommended to the Mountain Club of Kenya to use in order to reduce environmental impact and minimize nesting disturbances.
- ❑ The CWMS developed conservation and management plans for Game Ranching Limited (GRL) and the Mount LuKenya region. Recommendations resulted in a decrease in tree destruction; several suggestions were implemented for increasing biodiversity when building new ponds; and a GIS mapping project produced a base map of the ranch which will be of considerable use to the next stages of management planning.
- ❑ SFS students designed and presented three new environmental education modules for LuKenya Academy's sixth, seventh, and eight-grade students.
- ❑ At the initiative of an SFS Kenya alumna, scholarship funds were raised from alumni, Beverly staff, CWMS staff and from GRL to support the enrollment of 2 local students.

## PALAU: ISLAND MANAGEMENT STUDIES

Lynne Meterparel



SFS students gather in front of a bai - a traditional Palauan meeting house.

Students at the Center for Island Management Studies conducted research to help the newly independent Republic of Palau develop decision-making mechanisms to support the creation of national conservation and development policies.

- ❑ Students conducted a rapid rural assessment to provide data to assist the country in a project to build the first road connecting the country's largest island to the capital.
- ❑ Students helped launch the first mariculture project in the state to attempt to cultivate the giant clam in the sea grass beds near the village of Ulimang.
- ❑ At the request of the local governor, students conducted an assessment of ecological and cultural resources to facilitate a planning process that will attempt to create economic opportunities that also preserve the state's sensitive resources.

## PROFILE OF ENROLLED SFS STUDENTS

1995-96 Total Enrolled: 570  
1994-95 Total Enrolled: 563

Semester Students: 334  
Semester Students: 339  
Summer Students: 236  
Summer Students: 224

### Gender

|        | 1995-96 | 1994-95 |
|--------|---------|---------|
| Female | 76%     | 71%     |
| Male   | 24%     | 29%     |

### Home Region

|                 | 1995-96 | 1994-95 |
|-----------------|---------|---------|
| New England     | 22%     | 19%     |
| Middle Atlantic | 28%     | 28%     |
| West/Southwest  | 17%     | 21%     |
| Midwest         | 17%     | 20%     |
| South           | 14%     | 10%     |
| International   | 2%      | 2%      |

### Ethnicity

|               | 1995-96 | 1994-95 |
|---------------|---------|---------|
| African-Amer. | 1%      | 1%      |
| Asian-Amer.   | 4%      | 3%      |
| Latino        | 2%      | 3%      |
| Native Amer.  | 2%      | 3%      |
| Other         | 3%      | 2%      |

### Financial Aid

|               | 1995-96    | 1994-95   |
|---------------|------------|-----------|
| Total Awarded |            |           |
| Grants        | \$ 236,074 | \$200,775 |
| Loans         | \$ 198,325 | \$181,900 |
| Total         | \$ 434,399 | \$382,675 |

### Year in School

|                     | 1995-96 | 1994-95 |
|---------------------|---------|---------|
| High School Seniors | 4%      | 5%      |
| Freshmen            | 7%      | 5%      |
| Sophomores          | 33%     | 15%     |
| Juniors             | 43%     | 62%     |
| Seniors             | 11%     | 13%     |
| Graduates           | 2%      | 1%      |

### Private/Public Schools

|                        | 1995-96 | 1994-95 |
|------------------------|---------|---------|
| Public Colleges/Univ.  | 66%     | 68%     |
| Private Colleges/Univ. | 30%     | 28%     |
| Public High Schools    | 3%      | 2%      |
| Private High Schools   | 1%      | 2%      |

### Majors

|                        | 1995-96 | 1994-95 |
|------------------------|---------|---------|
| Biology                | 40%     | 37%     |
| Environment            | 22%     | 19%     |
| Other natural sciences | 12%     | 13%     |
| Public Policy          | 6%      | 3%      |
| Humanities             | 6%      | 5%      |
| Anthropology           | 3%      | 2%      |
| Economics              | 1%      | 3%      |
| Other                  | 10%     | 18%     |

*In the 1995-96 Academic Year, SFS students came from 46 states and the following countries: Thailand, Greece, Spain, Canada, Sri Lanka, Turks and Caicos Islands, Great Britain, Palau, Cyprus, Turkey, Kenya, Belgium.*

Niels Godfredsen



Students in Kenya pose for a group photo . . .

Phil Davies



As do students in TCI.

## Statement of Financial Position Years ended August 31, 1996 and 1995

| Assets                                                                                                          | 1996                | 1995             |
|-----------------------------------------------------------------------------------------------------------------|---------------------|------------------|
| Cash and cash equivalents                                                                                       | \$ 1,761,528        | 3,227,590        |
| Investments                                                                                                     | 1,531,650           | 25,122           |
| Tuition receivable (net of allowance for doubtful accounts of \$10,230 & \$10,870 in 1996 & 1995, respectively) | 222,563             | 547,546          |
| Loans receivable (net of allowance for doubtful accounts of \$25,100 & \$25,500 in 1996 & 1995, respectively)   | 254,814             | 256,269          |
| Advances to course sites and other assets                                                                       | 438,002             | 485,114          |
| Land, buildings and equipment, net                                                                              | <u>1,236,800</u>    | <u>1,131,951</u> |
| Total assets                                                                                                    | \$ <u>5,445,357</u> | <u>5,673,592</u> |
| <b>Liabilities and Net Assets</b>                                                                               |                     |                  |
| Accounts payable and accrued liabilities                                                                        | \$ 320,029          | 371,996          |
| Student deposits and deferred revenue                                                                           | 1,866,740           | 2,152,156        |
| Note payable                                                                                                    | <u>119,439</u>      | <u>148,143</u>   |
| Total liabilities                                                                                               | <u>2,306,208</u>    | <u>2,672,295</u> |
| Net assets:                                                                                                     |                     |                  |
| Unrestricted:                                                                                                   |                     |                  |
| Undesignated                                                                                                    | 376,751             | 501,072          |
| Designated for plant expansion                                                                                  | 1,143,418           | 1,251,975        |
| Designated for student loans                                                                                    | 125,942             | 119,854          |
| Net investment in plant                                                                                         | <u>1,117,361</u>    | <u>983,808</u>   |
| Total unrestricted                                                                                              | 2,763,472           | 2,856,709        |
| Temporarily restricted                                                                                          | 247,277             | 16,188           |
| Permanently restricted                                                                                          | 128,400             | 128,400          |
| Total net assets                                                                                                | <u>3,139,149</u>    | <u>3,001,297</u> |
| Total liabilities and net assets                                                                                | \$ <u>5,445,357</u> | <u>5,673,592</u> |

## Statement of Unrestricted Revenues and Expenses Years ended August 31, 1996 and 1995

|                                                        | 1996               | 1995             |
|--------------------------------------------------------|--------------------|------------------|
| Revenues:                                              |                    |                  |
| Tuition and fees                                       | \$ 4,507,791       | 4,373,605        |
| Private gifts, grants and contracts                    | 275,513            | 706,988          |
| Other                                                  | <u>194,531</u>     | <u>183,748</u>   |
| Total revenues                                         | 4,977,835          | 5,264,341        |
| Net assets released from restrictions                  | <u>14,858</u>      | <u>68,835</u>    |
| Total revenues & net assets released from restrictions | <u>4,992,693</u>   | <u>5,333,176</u> |
| Expenses:                                              |                    |                  |
| Marketing and admissions                               | 588,983            | 482,332          |
| Program - Headquarters                                 | 546,566            | 482,689          |
| Field Centers                                          | 2,567,004          | 2,337,557        |
| New projects                                           | 115,657            | 138,738          |
| Development                                            | 46,058             | 81,246           |
| Administration                                         | 752,776            | 667,077          |
| Scholarship and financial aid                          | 263,220            | 206,866          |
| Interest on indebtedness                               | 14,717             | 16,450           |
| Depreciation                                           | 183,355            | 146,633          |
| Loss on currency exchange                              | <u>7,594</u>       | <u>2,524</u>     |
| Total expenses                                         | <u>5,085,930</u>   | <u>4,562,112</u> |
| (Decrease) increase in unrestricted net assets         | \$ <u>(93,237)</u> | <u>771,064</u>   |

## Statement of Changes in Net Assets Years ended August 31, 1996 and 1995

|                                                                        | 1996                | 1995             |
|------------------------------------------------------------------------|---------------------|------------------|
| (Decrease), increase in unrestricted net assets (from statement above) | \$ (93,237)         | 771,064          |
| Changes in temporarily restricted net assets:                          |                     |                  |
| Contributions                                                          | 245,947             | 7,000            |
| Net assets released from restrictions                                  | <u>(14,858)</u>     | <u>(61,835)</u>  |
| Increase (decrease) in temporarily restricted net assets               | <u>231,089</u>      | <u>(68,835)</u>  |
| Increase in net assets                                                 | 137,852             | 709,229          |
| Net assets at beginning of year                                        | <u>3,001,297</u>    | <u>2,292,068</u> |
| Net assets at end of year                                              | \$ <u>3,139,149</u> | <u>3,001,297</u> |

SFS's financial statements for Fiscal Year 1996 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.

The School adopted the provisions of Statements of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made, and No. 117, Financial Statements of Not-for-Profit Organizations, in 1996, effective September 1, 1994. Accordingly, the School restated its previously issued 1995 financial statements to conform to these new accounting standards.

## DEVELOPMENT

The faculty and staff of SFS gratefully acknowledge the alumni, friends, foundations and corporations whose generous gifts in FY1996 enabled 570 students to make a significant contribution toward sustainable solutions to environmental problems in the regions of our Centers and to receive an educational experience that will last a lifetime.

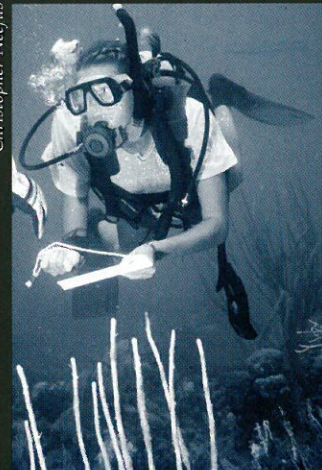
Over \$ 569,000 was received or awarded, helping the School reach several of its goals. Funds totalling \$ 276,000 were received for the Operating Fund, providing essential financial support to worthy students and funds for program improvement. Contributions to the Capital Fund amounted to \$100,000 and were used to support the acquisition and improvement of property at SFS Centers. We are grateful for grants from the Archer Daniels Midland, Homeland, National Fish and Wildlife, and the David and Lucile Packard Foundations that supported the major project of construction and February, 1997 start-up of the Center for Wetland Studies on Magdalena Bay, Baja, Mexico.

We gratefully acknowledge the extraordinary support of the Andreas family and the Andreas Foundation whose contributions in 1996 provided a major boost to the Scholarship Fund and a very special grant for an important Institutional Advancement program to begin in FY97.

General operating support was provided by a substantial grant from the Charles Engelhard Foundation, whose partnership with SFS has contributed tremendously to the development and expansion of our academic programs, and by the Henry Foundation, the Roy A. Hunt Foundation and the Weld Foundation. We gratefully acknowledge these gifts as well as two significant gifts for the benefit of the program and students at the Center for Marine Resource Studies from the Curtis and Edith Munson Foundation and Mr. Walter Smith, as well as support for the Center for Coastal Studies in the form of a GIS equipment grant from the Conservation and Research Foundation and support for Kenyan summer students at the Center for Wildlife Management Studies from Dr. David Hopcraft.

The School also offers special thanks to several individuals for their continuing and substantial contributions in FY1996: Terry Andreas, Astra Davis, Evan Davis, Terry Nixon, Laurance S. Rockefeller, Mr. & Mrs. Robert M. Thomas Jr., Mr. and Mrs. W. James Tozer, Jr., Henry Weldon, Dorothy Wilson and Judy Winslow; and for significant gifts from: Dr. Robert Carbonell, Harriet Crosby, Anthony Harnett, Mr. and Mrs. Arthur Hewig, and Mr. & Mrs. Craig P. Snapp. Thanks to these donors and those that are listed, SFS was able to provide its students with a curriculum that addresses most of the key environmental issues of our time.

A special section shows those lives who were touched by Colin O'Neil and who contributed to the Colin O'Neil Scholarship Fund.



*"I thank those who contributed to my invaluable experience at SFS. Thank you for investing in one of my lifelong dreams to continue my education in marine biology. I hope that through the study of environmental policy, I can influence those who are unaware of the importance of ecosystem interconnectedness and sustainable development."*

Audra Livergood  
University of Florida

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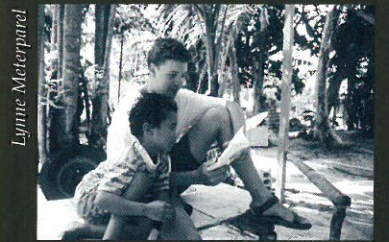
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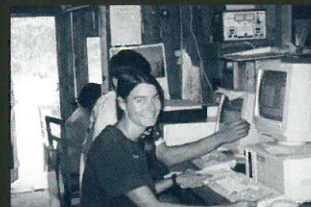
*"The SFS experiences have been a marvelous addition to our Biology curriculum at Davidson. Students return to campus with the self-assuredness that comes from having their sense of the world, and their place in it, challenged. Their experiences totally integrate learning and living so that the boundaries of the "academic world" and the "real world" dissolve. They have developed skills in problem solving, critical thinking and research. In summary, the SFS experience develops leaders, both in and out of the classroom."*

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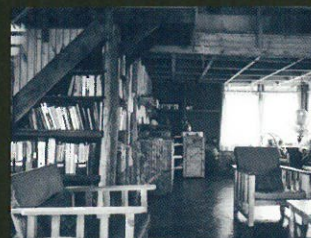
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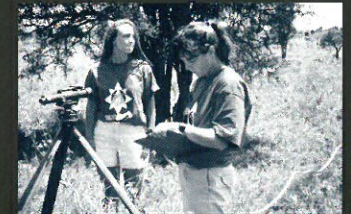
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"All in all, this program influenced  
me greatly. I feel as if I have a  
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to grab it by the tail and go, go, go!"

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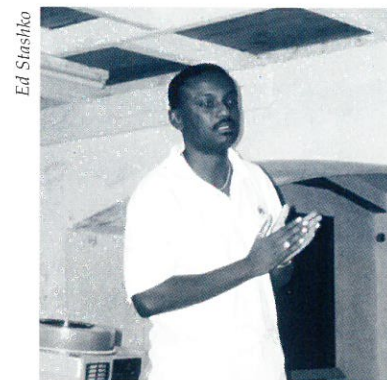
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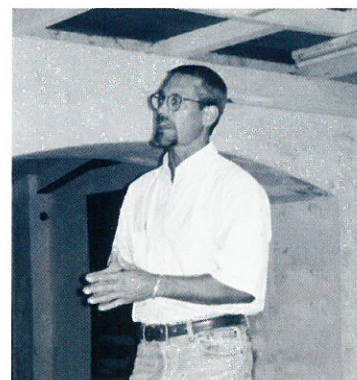
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#### SFS Center for Marine Resource Studies, Turks and Caicos Islands, BWI

Bill Brownell (Field Director/Fall and Spring), **M.Sc. Fisheries and Natural Resource Management**, Cornell University  
Andrew Gude (Field Director/Summer and Faculty /Fall and Spring), **M.S. Natural Resource Management**, Portland State University  
Derek Carrington, **M.A. Regional Planning and Resource Development**, University of Waterloo  
Philip Davies (Summer), **Ph.D. Marine Biology**, James Cook University  
Sascha Steiner, **Ph.D. Marine Biology**, University of Vienna  
Julia Yeatman (Summer), **Ph.D. Marine Biology**, James Cook University

Trudy



#### SFS Center for Rainforest Studies, Australia

Michael Ghiglieri (Field Director/Fall and Spring), **Ph.D. Biological Ecology**, University of California - Davis  
Kenneth Weagle (Field Director/Summer), **M.Sc. Biology**, Lakehead University  
Tony Cummings (Fall), **M.E.S. Forestry**, Yale University  
Joshua Farley (Summer), **M.A. International Affairs**, Columbia University  
John Grant, **Ph.D. Zoology**, Australian National University  
Patricia Julien (Spring), **M.S. Watershed Hydrology**, Texas A&M University  
Bruce Macnab (Fall and Spring), **M.S. Forest Economics**, University of Alberta  
Tessie Tumaneng (Summer), **M.S. Forestry**, University of Melbourne

#### SFS Center for Sustainable Development Studies, Costa Rica

Liana Babbar (Field Director), **Ph.D. Natural Resources**, University of Michigan  
Bernardo Aguilar, **M.Sc. Agricultural and Applied Economics**, University of Georgia, and License in Agrarian Law, University of Costa Rica  
Lisa Bradshaw, **Ph.D. Ecology**, University of California - Davis  
Jose Luis Diaz, **M.A. Economic Development**, Vanderbilt University



Field Director Toni Jackman checks on the progress of a student rangeland management research project.

#### SFS Center for Wildlife Management Studies, Kenya

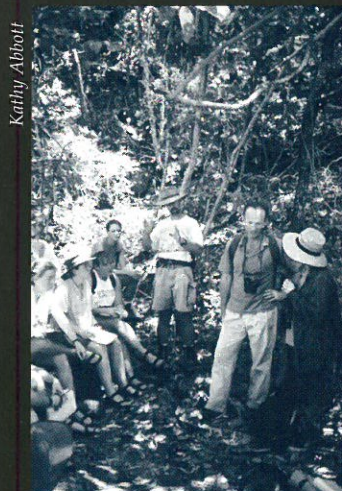
Toni Jackman (Field Director), **M.S. Geology**, Wichita State University  
Derek Berliner, **M.Sc. Botany**, University of Witwatersrand  
Richard Hatfield, **M.S. Agricultural Economics**, Cornell University  
Wayne Vos, **Ph.D. Botany**, University of Natal

#### Student Affairs Managers

Sherry Ann Carrington (Turks and Caicos)  
Elizabeth Heffernan, **M.S.** (Kenya/Fall and Spring)  
Lucy Lawrence, **M.S.W.**, (Costa Rica/Fall)  
Sienna Loftus (Kenya/Summer)  
Daniel McAvoy (Australia/Summer)  
Jeffrey Mellman (Costa Rica/Spring)  
Linda Naugle (Costa Rica/Summer)  
Kathryn Ruckman (Australia/Fall and Spring)  
Joel Priest (British Columbia)  
Mark Wise (Palau)

#### Site Managers

Jose Barrantes (Costa Rica)  
Randy Botteri (Turks and Caicos/Fall)  
Bill Jayne (Turks and Caicos/Spring and Summer)  
Rick Tucker (Palau)  
Steve and Kelly Turner (British Columbia)  
David Wilson (Australia)



Field Director Michael Ghiglieri and faculty John Grant attend to lecture details near Mission Beach.

"I was so impressed by how our teachers seemed to know the answers to all our questions and could identify anything we pointed out... They were helpful and guided me when I asked for assistance. During directed research they gave our group the freedom to make many decisions and use our own ideas. They were unforgettable teachers as well as good friends."

Anne Huger  
Hollins College

"One teacher in particular opened an entirely different world to me. (He) opened my eyes to vegetation of the forests. I know that some of my spare time during the spring, fall and summer is going to be spent on hikes looking at (and knowing) the trees, shrubs and flowers along the way and their connectedness."

Ivy Charleson  
Ahousaht Student

## Top 15 Feeder Schools

1995-96

Davidson College  
Brown University  
Duke University  
Colby College  
Connecticut  
College  
Cornell University  
Smith College  
Tufts University  
Trinity College, CT  
University of  
Colorado, Boulder  
University of  
New Hampshire  
Harvard University  
Stanford University  
Allegheny College  
Kenyon College  
University of  
Massachusetts, Amherst

1994-95

Davidson College  
Duke University  
Tufts University  
Dickinson University  
University of  
Michigan  
Colby College  
Brown University  
Skidmore College  
University of Vermont  
Cornell University  
Miami University  
Mount Holyoke  
College  
Trinity College, CT  
Allegheny College  
Colorado College  
University of  
Massachusetts, Amherst

## 1995/96 FACULTY (Continued)

### Site Coordinator

Peter Ng'alu (Kenya)

### Waterfront Coordinator

Julie Bachman (Turks and Caicos/Fall)

Amy Duval (Turks and Caicos/Spring and Summer)

### Interns

Emma Reid\* (British Columbia)

Rebecca Tatum\* (British Columbia/Fall and Spring)

Christine Edwards\* (British Columbia)

Jimmy Liao\* (British Columbia/Summer)

Darius Kalvaitis (Kenya/Fall and Spring)

Ann Murchison\* (Kenya/Fall and Spring)

Robert Doctor\* (Kenya/Summer)

Leia Castaneda\* (Kenya/Fall and Spring)

Matthew Murphy\* (Kenya/Summer)

Lori Loch\* (Kenya/Summer)

Anthony Vestal\* (Australia/Fall and Spring)

Michael George\* (Australia/Fall and Spring)

Catherine Smith\* (Australia/Spring and Summer)

Maria Whitehead\* (Australia/Fall)

Bryan Roeder\* (Australia/Summer)

Sharon Cislowski (Australia/Summer)

Tara Pisani\* (Costa Rica/Fall and Spring)

Aaron Martin\* (Costa Rica/Fall)

Heather Smith\* (Costa Rica/Fall)

Matt Moore\* (Costa Rica/Spring and Summer)

Debbie Zygielbaum\* (Costa Rica/Summer)

Bruce Crawford\* (Turks and Caicos/Fall and Spring)

Bjorn Fruchtman\* (Turks and Caicos/Fall)

Karen Wiley\* (Turks and Caicos/Fall and Spring)

Drew Van Voorhees\* (Turks and Caicos/Summer)

Meghan Wildblood\* (Turks and Caicos/Spring and Summer)

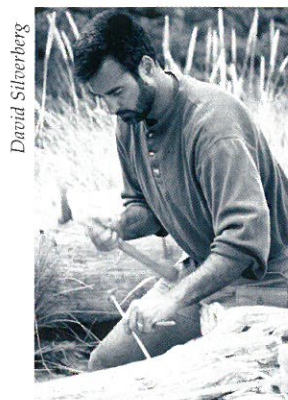
Charles Smithwick\* (Turks and Caicos/Summer)

Abby Atkinson\* (Palau)

Ethan Daniels (Palau)

Meghan Wildblood\* (Palau)

\* SFS alumnus/alumna



British Columbia faculty Michael  
Quinn demonstrates tree coring.

## 1995-96 PROGRAM SITES

### BRITISH COLUMBIA

The SFS Center for  
Coastal Studies

### MEXICO

The SFS Center for  
Wetland Studies  
(February, 1997)

### CARIBBEAN

The SFS Center for  
Marine Resource Studies

### COSTA RICA

The SFS Center for  
Sustainable Development  
Studies

### KENYA

The SFS Center for  
Wildlife Management  
Studies

### PALAU

The SFS Center  
for Island Management  
Studies (Fall, 1995)

### AUSTRALIA

The SFS Center for  
Rainforest Studies

## 1996-97 PROGRAM

### The School for Field Studies

16 Broadway  
Beverly, Massachusetts, USA 01915-4499  
Phone: (508) 927-7777 or 922-7200  
Fax: (508) 927-5127  
Email: sfshome@igc.apc.org

### SFS Center for Coastal Studies

Customs House Lane, General Delivery  
Bamfield, British Columbia V0R 1B0 CANADA

### SFS Center for Marine Resource Studies

(Turks and Caicos Islands)  
P.O. Box 22750  
Fort Lauderdale, FL 33335  
Email: sfstci@caribsurf.com

### SFS Center for Rainforest Studies

P.O. Box 141  
Yungaburra, Queensland, AUSTRALIA 4872  
Email: sfsaust@internetnorth.com.au

### SFS Center for Sustainable Development Studies

Apartado 150-4013  
Atenas, Alajuela, COSTA RICA  
Email: ceds@sie.expreso.co.cr

### SFS Center for Wetland Studies

A.P. 15  
Puerto San Carlos, BCS  
Mexico C.P. 23740

### SFS Center for Wildlife Management Studies

Box 47272  
Nairobi, KENYA  
Email: fstudy@users.africaonline.co.ke