People have long asked: what are we and where did we come from? The Field Museum explores these questions by studying our planet and sharing its discoveries through education programs that engage millions of people.

In 2012, we focused our resources on innovative ways to expand public knowledge about the Earth and its peoples. This included several new programs, such as an exhibition investigating the science behind mummies and a virtual field trip program that takes young children into our collections for the first time.

We also worked to extend our existing resources. For example, we rebuilt our century-old N.W. Harris Learning Collection around the latest science curriculum to improve classroom learning. We renovated two of our most popular exhibitions with digital media to better invest our visitors in learning about nature. And, we installed a new wifi network in our 90-year-old building to provide the foundation for future digital education efforts.

Finally, we welcomed a new President, Dr. Richard Lariviere. Dr. Lariviere succeeds John McCarter whose 16-year tenure witnessed a dramatic revitalization of the Field – including the debut of our most famous ambassador, SUE. Dr. Lariviere brings a strong education background to the Museum and a dedication to sharing our discoveries with visitors of all ages.

Thank you, again, for your continued support of The Field Museum. Our success is due to your investment and we hope you enjoy reading about our achievements.

Exploring our World
Driving The Field Museum’s mission is our investigation of nature. We are one of the only museums in the world dedicated to exploring the Earth, cataloging our discoveries for future generations, and engaging visitors from around the world.

Our investigations focus on plants and animals to help us understand how life came to be on our planet. We also study ancient cultures to decipher how our ancestors addressed some of the same problems we face today.

In 2012, our explorations took us to more than 40 countries and all seven continents. We uncovered ancient tombs in Peru, found more than 30 new species, and learned that diamonds in meteors may have played a key role in sparking life billions of years ago. We also applied our unique knowledge about nature to issues such as conservation and disease prevention. For example, we:

- Certified the first Reducing Emissions from Deforestation and forest Degradation (REDD) methodology for frontier regions to provide financial incentive for conservation in the Andes/Amazon region;
- Conducted scientific inventories that helped preserve one million acres of rainforest;
Did you know that during 2012 The Field Museum:

- Hosted 2,000 visiting researchers from 15 countries
- Loaned 40,000 scientific specimens
- Mentored 210 high school and college interns
- Taught 50 university courses
- Conducted 213 teacher professional development workshops
- Inspired 180,000 children on field trips
- Worked with 5,000 disadvantaged Chicago Public Schools students
- Added 200,000 specimens to our collections
- Discovered 30 new species of plants and animals
- Welcomed 1.4 million visitors and 7 million e-visitors from 105 countries

Sharing our Discoveries

Exhibitions are our primary way to educate the public about science. They provide over 1.4 million people each year the chance to learn at their own pace through encounters with real pieces of the Earth’s history. These encounters, whether with a Woolly Mammoth skeleton or an Aztec knife, help our visitors make their own discoveries and ask questions about nature.

In recent years, digital media has fundamentally changed how our visitors learn from our exhibitions, how they share ideas, and how they expect others to share in their experience. To address these changes, we began an enhancement program in 2012 that will infuse digital media in
more than one-third of our exhibitions by 2016. In particular, we are updating our exhibitions with new information and installing digital enhancements, such as iPads and touch screens, which allow visitors to customize their experience. The first two exhibitions we renovated were the Gidwitz Hall of Birds and the Searle Lounge.

The Gidwitz Hall of Birds received new paint, carpet, furniture, and graphic labels. As visitors enter the exhibition, they encounter three digital projections on the walls that simulate the natural habitat of birds on display. More than half of the exhibit cases also received interactive kiosks with digital labels that allow visitors to select birds and learn more about them. For example, a visitor selecting a Great Horned Owl encounters videos, photographs, and information about the latest research on owls. The digital labels include a myriad of activities like matching games, quizzes, and maps to engage visitors of all ages.

The Searle Lounge also received new paint, carpet, furniture, and graphic labels. We installed new video monitors and touch screens featuring games, videos and 3D content about SUE the T-Rex. Visitors can manipulate SUE’s bones to learn about how she moved, how fast she grew, and how various diseases contributed to her death. Visitors also can access videos on our latest dinosaur research.

To complement our permanent exhibitions, we presented 11 temporary exhibitions in 2012. Our most popular exhibitions, Genghis Khan and Maharaja explored two exotic civilizations and their influence on the modern world. Other exhibitions such as the Lod Mosaic, Nature’s Toolbox, and Malaria used art to teach our visitors about complex topics such as extinction, resource use, and the connections between human health and nature.

**Engaging Children in Science**

Schools nationwide are struggling to improve children’s understanding of science, technology, and math (STEM). Part of the challenge is that many teachers are uncomfortable teaching science. To meet this need, we focus on building deep, enduring partnerships with schools through programs that improve teachers’ science skills and invest school leaders in science education. This helps change teacher behavior so science becomes an embedded part of the classroom curriculum and not just an add-on to reading or writing lessons.

Last year, we conducted STEM programs for 30,000 teachers and students, and hosted an additional 180,000 children on science-focused field trips. Our core programs included:

- **Field Ambassadors** links 350 Chicago teachers from 300 schools to the Museum. Field Ambassadors are trained to use our resources and work with their peers to integrate the Museum education programs into their curriculum and student improvement plans.

- **Student Classes** – Each year we conduct over 100 student classes and demonstrations that explore everything from the music of Africa to archaeological digs. These classes make the Museum less intimidating and introduce young people to science in a fun way.
Teacher Professional Development – More than 1,500 teachers a year participate in targeted professional development programs. These programs focus on helping teachers learn new techniques to meet science curriculum goals and our K-4 programs include in-classroom coaching to help teachers improve their science instruction skills.

To continue STEM education outside the classroom, we opened the Grainger Digital Media Studio in June. This 1,000-square foot digital classroom bridges the gap between digital media and scientific inquiry to engage teenage audiences in natural history. Working in small groups teens interact with real scientists and explore the Field’s exhibitions to gather information needed to solve a problem, while acquiring digital literacy expertise they can apply in their daily lives. Over 200 teens participated in Grainger Studio programs in 2012, while another 3,000 interacted with the digital media created by their peers.

We also launched a new program, Virtual Visits, to change how children experience the Museum. Most children first encounter the Field on a traditional field trip, which does not give them the chance to see science in action or to actively participate in a new discovery. Virtual Visits uses video-conferencing technologies to broadcast behind-the-scenes experiences from the Museum directly into the classroom. Through live internet video and chat, children go to our research labs, ask questions in real-time, and learn about science happening right now at the Field.

Finally, we reopened the N.W. Harris Learning Collection after a major overhaul. Created in 1912, the Harris program was the world’s first program to link a museum to public schools. Then as now, the Harris program supports hands on science education through real specimens and artifacts that teachers can use in their classroom. Over the past year, we worked with a group of 20 teachers to re-image the Harris program’s offerings and develop new lesson plans that directly support science curriculum taught in local classrooms. We expect the “new” Harris program to serve 100,000 children during the 2012/2013 school year.

Conclusion
Throughout 2012, The Field Museum focused on improving its existing programs and expanding partnerships to fulfill its education mission. Thank you, again, for your support of the Museum. We hope to see you in 2013.
Meet The Field Museum’s New President:
Richard Lariviere, Ph.D.

In April 2012, The Field Museum’s Board of Trustees elected Dr. Richard Lariviere to be President and CEO of the Museum. Lariviere assumed responsibilities of this position in early Fall 2012.

Previously, Lariviere was the President of the University of Oregon (UO) from July 1, 2009 through November, 2011. During his tenure there, he cultivated the university’s growing reputation for innovation in the classroom and in research, sharpening the University’s focus on sustainability and international partnerships.

Before arriving at Oregon, Lariviere was Executive Vice Chancellor and Provost at the University of Kansas from 2006 to 2009, and Dean of the College of Liberal Arts at the University of Texas at Austin from 1999 to 2006. Lariviere also served as the inaugural Associate Vice President for the Office for International Programs at UT Austin.

Lariviere was born in Chicago and grew up in Marshalltown, Iowa. He earned his Bachelor’s degree in the History of Religions from the University of Iowa in 1972 – a member of Phi Beta Kappa. In 1978, he earned his Doctorate in Sanskrit from the University of Pennsylvania. After spending time in India, Lariviere built an impressive academic career around the country's languages, histories, religions and culture. He has published articles and several books on Indian legal history. He reads eight languages and speaks French and Hindi. He has conducted research in London, Oxford, Calcutta, Poona Kathmandu, Tokyo, Beijing, Lahore, Munich, Colombo and Madras, and many smaller cities.

He had a successful career as a consultant for American and Indian companies in information technology and business process outsourcing. He has also served on corporate boards in the IT industry in Europe and India.

Lariviere is a Fellow of the Institute of Innovation, Creativity & Capital in Austin (IC2), a life Member of the Council on Foreign Relations, a Fellow of the Royal Asiatic Society of Great Britain, a life Member of the American Oriental Society, and a Founding Member of the Society for Design and Process Science.

He has earned several awards for outstanding contributions, including the Margaret C. Berry Award in 2004 and the Eyes of Texas Award in 2004 and 1993. He was selected by the Royal Dutch Academy to give the annual Gonda Lecture in 1994, and the Collège de France honored him with the status of Professeur étranger in 1996. In 1989, his book on Indian legal procedure was selected as the best book of the year on South Asia by the CESMEO Institute in Torino, Italy.