The meeting was called to order by ASUM President Greg Henderson at 7:12 p.m. in the Montana Rooms.

This meeting is to be informal.

1. You are representatives of the students but not necessarily of the students' mood. Let's be a little more optimistic.

2. This meeting is to discuss primarily the situation the University is in right now, it is essentially a crisis.

3. The whole approach has been to try and educate the State as to what has been happening with program review and the faculty reduction on this campus.

4. We should redirect our efforts and try to explain to the people in this State what is going to happen to the University if these faculty reductions go through as planned.

5. Form two committees to be cochaired.
   a. Research committee to prepare an impact statement as to what will happen on this campus in the very near future; such as: 1) type of decline in enrollment next quarter; 2) how many faculty might leave our campus; 3) how long it might take the university to recover.
   b. Phoning committee to call all concerned about the impact statement. 1) legislative people, 2) regents, and 3) anybody that we can explain what the impact might be.

We should work on this until the next legislative session.

We have not reached enough people or apparently the right people.

6. Would like to have the two committees meet at the end of this week to draft up a statement that will be read before the Board of Regents, after the other units in the state system have submitted resolutions that will have been voted on at their respective schools supporting our efforts.

7. Would like to get a list of those people who would like to go to the Regents meeting in Helena on Monday. If you want to go, you have to work on one of these committees or something that will help.

8. Huntington & McKenzie to cochair research committee and Holmquist & McCue to cochair the phoning committee.

GRAY MOTION TO APPROVE THESE NOMINATIONS. DALE SECOND. MOTION PASSES.
9. Discussion among the Board on different ideas of what can be done for the student/faculty ratio, how to raise the number of classes being taken, etc.

10. Henderson would like to see Garth Jacobson head up the work in the dorms.

11. Huntington made a motion to pass the following resolution:

In the past years of University budgeting the Montana Legislature allocated funds on a program basis, not specifying line items. This year, in a move to prevent faculty hiring on operating funds, the University's budget was earmarked in specific lines with the Legislature ordering the President not to reallocate operating funds into faculty salaries. The President committed himself to the Legislature, saying he would abide by this order and the Regents affirmed this order in their October meeting in Bozeman.

Constitutionally, however, only the Regents have the authority to specify the spending of the University's budget over the authority of the President of the University. In the event that other budgetary actions are not feasible such as freezing faculty salary increases, suspending classes during the summer session, and revoking some faculty sabbaticals, it may be necessary to ask the Regents to allow the President to reallocate the budget, taking money from operating funds and directing them to faculty salaries.

Undoubtedly this would be a hazardous political move for the President and the Regents with regard to the intent of the Legislature and their commitment to them. It is, however, much less distasteful than the indiscriminate firing of first and second year faculty under the LIFO method.

A possible recommendation would be to cut the 17.5 net suggested eliminations from APRC which excludes the four tenured faculty lines to make up the monies necessary to meet the budget. This would be a temporary move to allow time for a system-wide program review to eliminate program duplication and inefficiencies across the state.

Again, because this is a very hazardous and risky proposition politically, it should be considered with great care, but is indeed very much preferable to the devastating effects of a last-in first-out approach to faculty cuts.

Dale second
Motion to pass resolution was passed unanimously

Mansfield motion to adjourn
Second
Meeting adjourned at 3:07 p.m.

Patricia A. Jackson
ASUM Secretary


Excused: Fitzgerald & Royland.
"That one can rediscover one's self in the wilds is a great and fundamental truth. There remain no new peaks or basins to discover; but to understand in more detail the workings of these great wild systems is perhaps the greatest frontier of all. To cross it is to know that greatest resource . . . wildness."

—William (Bud) Moore
STATEMENT OF PURPOSE

NAME

The name of this organization shall be the Wilderness Institute.

OBJECTIVES

To promote the development and dissemination of factual information about wilderness and similar resources.
To assist the public, agencies, universities, and private landowners in allocating and managing wilderness and similar resources.
To develop professional expertise for application to wilderness-related problems.
To promote research and public education concerning wilderness resources and a wilderness ethic.

FUNCTIONS

The Institute will undertake a variety of functions in order to fulfill the objectives listed above. It will have broad educational responsibilities, not only to the University student, but also to management agencies and to the general citizenry. Short courses, seminar series, lectures, publications, and other such activities can help fulfill these responsibilities. It will strive to promote public understanding of wilderness, and will press for increased professionalism in the management of this resource.

The Institute can play a major role in supplying needed information about the state's existing, but as yet unclassified, wilderness acreage. This information will be useful to the management agencies, and collecting the data will provide valuable field training experience for students.

The Institute will attempt to coordinate and integrate the burgeoning amount of information about wilderness and similar resources through the development of a centralized information storage and retrieval system. Information would be systematically catalogued within this system to facilitate its review and retrieval by interested parties.
The Institute will coordinate, facilitate, and conduct research on wilderness and similar resources. Using available information, in addition to information generated through field studies and research activity, the Institute will develop criteria and techniques for measuring and describing the characteristics and values of the wilderness resource.

**SCOPE OF ACTIVITY**

The primary focus of the Institute will be on wilderness and similar resources. This would include classified Wilderness acreage under the 1964 Wilderness Act as well as back-country zones of the National Parks, and undeveloped roadless tracts of National Forests and other public lands. It would also include rare and endangered species and their habitat, undeveloped portions of rivers, and similar resources.

First priority will be given to problems in the state of Montana, however, as the abilities and resources of the Institute expand, other geographic settings may be included. The Institute will not assume a political or advocacy role on any wilderness issue.

The Institute will focus attention on issues affecting the future of the resources outlined above. Although recreation is a major use of these resources, and is responsible for much of the interest in them as well as many of the problems occurring there, the Institute will not restrict its activities to the study of recreation-related problems. The Institute will assist the public, universities, and land managing agencies in a joint attack on the most urgent tasks facing the wilderness resource in the next ten years. These tasks appear to be:

1. Develop a wilderness ethic to promote the appreciation and wise use of the wilderness resource by the public, within agencies, and by educational institutions.
2. Assist in evaluating the wilderness resource during land use planning for those roadless areas which are not presently designated wilderness candidate study areas.
3. Study the wilderness candidate areas.
4. Study Montana's rivers for possible inclusion in the Wild and Scenic Rivers system, which includes those rivers designated in the National Wild and Scenic Rivers Act.
5. Achieve a high level of professional management for
Wilderness, Wild and Scenic Rivers in Montana, and those areas to be managed for near-pristine conditions. Examples of these areas include National Forest high area zones, pioneer areas, and natural areas.

6. Assist private landholders in determining the feasibility of managing some private lands for public use as wilderness, wild, or scenic areas.

7. Assess the needs of rare and endangered species under the 1973 Rare and Endangered Species Act.

RATIONALE

The University of Montana, located in Missoula, is ideally situated for establishing a Wilderness Institute. The northern Rocky Mountains contain the largest concentration of wilderness in the contiguous 48-state area. There are 20 established Wilderness or Primitive Areas in National Forests, three major National Parks with wilderness lands, and a substantial area of still undeveloped roadless land in Montana, Idaho, Wyoming, and Utah. These 20 established Wilderness and Primitive Areas in the National Forests represent about one-fourth of the designated areas in the nation, and total almost 7 million acres, nearly half of the national acreage. The areas vary in size, type of use, and problems; thus they provide a good outdoor laboratory. Three areas are within 50 miles of Missoula, including the Selway-Bitterroot and the Bob Marshall, two of the largest Wilderness areas in the country. There are hundreds of roadless areas on the National Forests in the northern Rockies, comprising around 20 million acres. Montana alone has 10% of the nation's 56 million remaining roadless acres, in 211 different units.

Missoula is the headquarters for the Northern Region of the Forest Service, the Wilderness Research Unit of the Intermountain Forest and Range Experiment Station, and the Wilderness Fire Management Project of the Northern Forest Fire Laboratory. The School of Forestry and many departments at the University of Montana can provide a strong diversity and depth necessary to the success of the Institute. A strong interest in the wilderness resource has been shown by faculty and students, as well as the citizens of Montana.
ORGANIZATION

The Institute is presently an informal organization within the School of Forestry, University of Montana. At such time as seems appropriate, the organization will be elevated to a formal level.

The Institute is headed by a Director. A five-person Executive Committee, with the Director serving as Chairman, will meet regularly to develop programs for the Institute. In addition, an Advisory Board will meet quarterly to determine policy and will review programs formulated by the Executive Committee. The Advisory Board shall consist of individuals concerned with wilderness and similar resources and representing a diversity of interests. Review of programs will also be solicited from other interested parties. A professional staff will be retained to administer needed programs as funding permits.
Advisory Board—15-20 members with longstanding interest in wilderness, having diversity of backgrounds and interests. Determines policy and direction. Appoints Executive Committee and Director.

Executive Committee
5 members

Programs
- Coordinator A. Continuing and Public Education
- Coordinator B. Graduate and Undergraduate Education
- Coordinator C. Research
- Coordinator D. Information Center
- Coordinator E. Field Studies

Ad hoc Committees for Problem Areas
- Chairman 2. Wild and Scenic Rivers
- Chairman 3. Fund Raising
- Chairman 4. Other
Only a mountain has lived long enough to listen objectively to the howl of a wolf.

—Aldo Leopold
WILDERNESS INSTITUTE PROGRAMS

To accomplish the objectives and functions set out in the Statement of Purpose, five major program areas have been identified: A. Continuing and Public Education, B. Graduate and Undergraduate Education, C. Research, D. Information Center, and E. Field Studies. For each, the target group, program thrusts and program content have been identified.

A. CONTINUING AND PUBLIC EDUCATION

TARGET GROUP
1. Personnel presently engaged in managing wilderness or near-wilderness.
2. Individuals, agencies, and organizations interested in the wilderness resource.
3. Commercial and individual users of wilderness.

PROGRAM THRUSTS
1. How to manage wilderness in a high-quality manner.
2. How to participate effectively in multiple use planning, wilderness studies, and wild and scenic river studies.
3. How to use, share, and conserve the wilderness.
4. Enhance awareness of wilderness values.

PROGRAM CONTENT
1. Wilderness management
   a. Social and ecological basis for management.
   b. Wilderness economics.
   c. Perpetuating primitive crafts.
   d. Explore the role of returning fire to a near-natural role.
   e. Enriching the user's experience.
   f. Managing impact on the wilderness resource.
   g. Other.
2. How to participate effectively in multiple use planning, wilderness studies and wild and scenic river studies. (These would usually be workshops aimed at local land allocation problems.) Topics might include:
   a. Economics of wilderness vs. other options.
   b. Wilderness defined.
   c. Area suitability for wilderness.
   d. Local vs. regional and national benefits.
   e. Social vs. commercial benefits.
   f. Wilderness resource inventory systems.
   g. Importance of informed statements.
   h. Legal and administrative processes.
   i. Other.
3. How to use, share, and conserve wilderness.
   a. Outfitter workshop.
   b. Wilderness traveller training.
      (1) Wilderness defined.
      (2) Wilderness use techniques.
      (3) Other.
4. Enhance awareness of wilderness values.
   a. Wilderness ethic and philosophy.
   b. Wilderness values in relation to the total resource picture.
   c. Social values of wilderness.
   d. Other.

B. GRADUATE AND UNDERGRADUATE EDUCATION

TARGET GROUP
1. Potential wilderness manager.
2. Potential wilderness research scientists.
3. Potential educators.
4. Others interested in study of wilderness or lands managed for pristine conditions.
5. Journeymen interested in advanced study of wilderness.

PROGRAM THRUSTS
1. How to manage wilderness and similar areas in a high quality manner.
2. Provide specialized options for research scientists and educators.
3. Enhance awareness of wilderness values and issues for general student body.

PROGRAM CONTENT
1. Wilderness management.
   a. Defined wilderness resource.
   b. Evaluation of the wilderness resource.
   c. Social and ecological basis for management.
   d. Relationships of urban, rural, recreation and wilderness areas in the American culture.
   e. Wilderness carrying capacities. (Social and/or ecological)
   f. The Wilderness ethic.
   g. Wilderness economics.
   h. Perpetuating primitive crafts.
   i. Enriching the user's experience.
   j. Wilderness management planning.
   k. Other.
2. Specialized options.
   a. Managing fire in wilderness ecosystems.
   b. Using wilderness for scientific purposes.
   c. Wilderness or pristine land management for the private landowner.
   d. Other.
3. Seminar series and occasional lectures to increase awareness of wilderness values and issues.
C. RESEARCH

TARGET GROUP
1. Scientists involved in wilderness-related research.
2. Land managers involved in management of wilderness and similar resources.
3. The public.

PROGRAM THRUSTS
1. Determine the significant elements of the wilderness resource and provide techniques and criteria for measuring the quality of these elements.
2. Implement research programs on management-related problems.
3. Provide technical advice and service to clients.
4. Store and disseminate research information to clients.

PROGRAM CONTENT
1. Design criteria and analysis framework for evaluating the wilderness resource.
2. Design comprehensive, integrated wilderness inventory systems that fit into total land unit inventories.
3. Design processes to measure wilderness carrying capacity.
4. Design cost-benefit approaches for weighing wilderness and other limited development management options against other management strategies.
5. Develop procedures for conducting research in wilderness without damaging the wilderness resource.
6. Provide centralized reference service.
7. Provide consultant service to clients.
8. Study the lesser known wilderness ecosystems.
9. Coordinate with related research scientists and institutions.
10. Interface with existing on-going wilderness research.
11. Strengthen knowledge of natural fire regimes in near-natural ecosystems.
12. Strengthen knowledge of insect and disease role in near-natural ecosystems.
13. Other.

D. INFORMATION CENTER

TARGET GROUP
1. Scientists involved in wilderness-related research.
2. Land managers involved in management of wilderness and similar resources.
3. The public.
PROGRAM THRUST
1. Provide a wilderness information service center or clearinghouse for Institute participants and various clients.
2. Provide central information on the qualifications, availability, and costs of specialists with capability and desire to participate in wilderness and similar wildland management and research.

PROGRAM CONTENT
1. Roadless area information center.
2. Depository for unit plans involving roadless areas or Wilderness.
3. Depository for other wilderness related proposals, documents, management plans, etc.
4. Provide searches for information indicated above.
5. Provide referral service for clients, i.e. resource, social, economic, legal, specialists.
6. Seminars for specialists to discuss research, development, and study needs and opportunities.
7. Other.

E. FIELD STUDIES

TARGET GROUP
1. Students and faculty.
2. Scientists involved in wilderness-related research.
3. Land use planners and managers involved in the planning and management of wilderness and similar resources.
4. The public.

PROGRAM THRUSTS
1. Assist land managing agencies, interest groups, and private landowners in identifying and evaluating the resource of wildness in roadless areas, wild rivers, and similar wildlands.
2. Provide opportunities for students and faculty to strengthen their capabilities through participation in cooperative studies.

PROGRAM CONTENT
1. Collect data on existing and potential wilderness areas.
2. Store data for use by interested people, organizations and agencies.
3. Provide training for faculty, students, agencies and citizen groups in criteria analysis and data collection techniques.
4. Evaluate scope, validity, and reliability of past and present study efforts concerning the wilderness resource.
5. Provide expertise in wilderness evaluation upon request to agency, organization or private citizen efforts.
6. Other.
"... in the process of designating America's few remaining roadless areas, the government planners and the citizens must be mindful that trees; even big fast-growing trees, do not grow for boards and paper plates alone. The process of forest land management must husband trees and shrubs for watershed, animal shelter, bird habitat, scenery, hunting quality, wilderness and primitive shelter for man as well as commercial timber products." 

—William (Bud) Moore
Message from the Directors

One year ago, with the Board of Regents' approval, the Wilderness Institute became a formal entity within the University system, part of the School of Forestry in Missoula. Given the dire conditions which had begun to characterize the University even then, we felt this recognition was a major achievement in itself, and thank our supporters for their help.

During the past year—a year of continual change and instability, the University has had three different Forestry School Deans. This has required the repeated reestablishment of important working relationships, for close coordination and interaction with each has been vital to the Institute's performances. Despite the helpfulness of current Acting Dean Arnold Bolle, severe budget restrictions within the University have prevented University support for WI, and there is little hope for any increase in Forestry School support. This has necessitated more effort in obtaining outside funding, and although we have been successful with such work in the past, it is time-consuming to say the least. We've also already exceeded the "carrying capacity" of our new office complex—acquired less than a year ago, and during most days staff and student volunteers overflow into available class-rooms to work on maps, data and reports. As noted in this newsletter, field studies projects are continuing to be important, but their scope has changed somewhat. From the studies of boundaries and resources of S. 393 areas with which the Institute began its work three years ago, we have progressed to more fundamental sorts of data collection and research. Our field studies have also expanded in their degree of sophistication: we've kept the new University computer busy this Fall processing data and revising the Roadless Area File to accommodate RARE II developments.

The above-mentioned changes, along with others, have led us to consider some corresponding changes in organizational structure, to make WI even more effective in serving the wilderness-oriented community. A different sort of advisory board and executive committee, for example, might be in order. We would appreciate any thoughts you have on these matters and welcome any suggestions for improvement of WI services. Please call 243-5361 with any specific questions or comments.

-WI Develops Wilderness Women TV Series

In April, 1977, the Wilderness Institute was awarded an $82,500 grant by the National Endowment for the Humanities to research and develop a public television documentary series on the lives of pioneer women. The series, titled "Wilderness Women," will focus on 19th century women and their relationships to the western wilderness frontier. Grant funding will be used to write two pilot scripts and six subject papers for the documentaries. Through the words and experiences of wilderness women, the project staff hope to bring public attention to a neglected aspect of American history. The project, conceived in November, 1975 by filmmakers Annick Smith and Beth Chadwick, is the culmination of their mutual interest in western history and traditions, wilderness, and women. Both have personal experience in wilderness living and in filming in the outdoors. Smith directed and produced a series of programs for KSPS-TV, Spokane, Washington, on seven American Indian tribes of the Northwest, titled "The People." She has also spent several years building a cabin in the mountains near Missoula. Chadwick has been involved with the directing, producing, and filming of several wildlife films, shown on television and in area theatres: "The Year of the Mountain Goat," and "Wildflowers of Montana," a TV pilot for a series of educational films about Montana.

Smith and Chadwick have spent the past six months

 WI in Nat'l Environmental Studies Book

A summary of the Institute's programs and activities will soon be published by Ohio State University, in a book titled Environmental Education in Action II: Case Studies of Environmental Studies Programs in Colleges and Universities Today. The Institute was invited to submit an article about its programs by John F. Disinger, Associate Director of Environmental Education at Ohio State, who is collaborating on the project with Professor Clay Schoenfeld of the University of Wisconsin-Madison. These two men learned of the Wilderness Institute—and of the other programs to be included in their work—through a national survey of Summer School Deans.

With their forthcoming book, Disinger and Schoenfeld "hope to document the impact of the environmental concerns on higher education in recent years." The book will feature summaries of approximately thirty courses, curricula, programs or centers—distributed throughout the nation—each of which represents "an outstanding example of a particular type of university response to the environmental era."

Needless to say, the Institute is proud to have been invited to participate, as the project indicates professional recognition of the Institute's uniqueness and importance within the wilderness education field. The document will be published early in 1978, and will be available at the ERIC Information Analysis Center for Science, Mathematics, and Environmental Education at Ohio State University, Columbus, Ohio.
Proceedings Attract National Attention

The proceedings of "The Right to Remain Wild, A Public Choice," published by the Institute a year ago, received a favorable review in "Backpacker" magazine, June, 1977 (Vol. 5, No. 3). The review, by wilderness free-lancer David Sumner, precipitated an overwhelming demand for copies of the document—a demand which quickly exhausted our supply and led to its second printing. Wrote Sumner: "Every now and again there comes a breath of fresh air from an unexpected corner, and this paperbound, mimeographed volume is an outstanding example. At first glance it appears routine enough—the edited, typed proceedings of a conference on wildlands held in November, 1975, at the University of Montana. Look a little further, though, and you'll find some of the most penetrating, thoughtful and visionary material on wilderness—its meaning, its values, its need for preservation—to appear in many years...This is one of the decade's outstanding books on wilderness, primarily

words on wilderness
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special thanks to Don Kludt of Printing Services

“Wilderness & Civilization” Offered Again

The Wilderness Institute is sponsoring the quarter-long "Wilderness and Civilization" program at the University of Montana again this fall. The program, now in its third year, includes courses in forestry, English, philosophy, and humanities, integrated to give students a comprehensive understanding of mankind's relationship to wildlands and of wilderness management problems.

"Introduction to Ecology and Environmental Management" concentrates on the fundamentals of ecology, the role of wildlands in larger ecosystems, and practical problems of wildland management. Another forestry course, "Organization and Leadership of Outdoor and Wilderness Programs," examines a wide variety of wilderness problems and issues, such as minimum impact camping techniques, user conflicts, and the wildland planning process.

"Voyages into Wilderness" deals with cultural attitudes toward wildlands as reflected in American literary works such as The Scarlett Letter, Moby Dick, The Adventures of Huckleberry Finn and The Monkey Wrench Gang.

A philosophy course, "Environmental Ethics," analyzes the technological world view and the nature of moral values related to societal interaction with wilderness. The course focuses on such issues as the place of wilderness in an adequate land-human ethic and the future of human participation in nature.

"Future Primitive," a humanities class, explores relationships of primitive peoples to their local ecosystems and to their cultures, which are responsive to the "mandate from the land" and reflect an essential interconnectedness. The course delves into the problem of how we, in our own historical situation, can begin to reconstruct our own culture so that it's more responsive to other life forms.

This year, five former program students are working as teaching assistants for the courses, providing additional direction for participants.

Thirty students, five professors, and the teaching assistants are currently involved in the program. The group started the quarter with a visit to the Sun River Game Preserve, part of a ten-day backpack trip in the Bob Marshall Wilderness and the Great Bear New Study Area. This experience enabled group members to get to know one another and provided them with a unique introduction to the wilderness issues and problems to be studied back at the University.

In addition to the core courses, each student keeps a journal and works on a wilderness-related project. Some students are working on current WI field studies; others are involved in photography, wild rivers, and environmental architecture projects, to name a few.

This fall the program has presented numerous guest speakers and two panel discussions, one featuring wilderness rangers and another with speakers representing the full spectrum of dispersed recreation users. Several field trips have been offered: a weekend trip to the Scotchman's Peak area in the Kootenai National Forest, a trip in the Hoodoo New Study Area ("The Great Burn"), and a special session in Bozeman with Pulitzer Prize-winning poet, Gary Snyder.

The program will conclude with a final field trip and "retreat-discussion session" after final exams.

The Wilderness Institute plans to offer the "Wilderness and Civilization" program again next fall.
Summer Field Study Program, 1977: 3 Roadless Areas, 6 Rivers, and RARE II

The Summer Field Study Program, under the direction of Field Study Coordinator Ken Wall, expanded in scope and size in 1977 to enable more students to help in the identification and evaluation of wilderness resources. Seventeen undergraduates participated in the program, forming six study teams, each with a work-study student or research assistant as field leader.

Participants first attended a spring quarter seminar, "Field Research and Inventory of Wildlands," to prepare for their studies. The seminar, which trained students in wilderness inventory methodologies, centered around the development of study plans for the summer field work. Wilderness Institute staff and advisors had identified three wildlife areas and six potential wild and scenic rivers in Montana for study. The resource planning process is still in the preliminary stages for these areas, so the data collected will play an important role in future land use decisions. One research team monitored the Forest Service's RARE II process, and made boundary recommendations for additions and/or deletions to the agency's roadless inventory base.

Rattlesnake Study

A three-member team worked in the Rattlesnake high-country four miles north of Missoula, in the Lolo National Forest. The team collected recreational resource data in cooperation with the Forest Service and Friends of the Rattlesnake, a local citizen organization working to preserve the area. Checkerboard ownership characterizes the Rattlesnake high-country, with the Forest Service, Montana Power, and Burlington Northern sharing land ownership and administrative concerns. For a number of years now, the area—in remarkably pristine condition—has been an important source of municipal water or the Missoula area as well as a locally favored recreation site.

During a twenty-eight day field trip, students completed trail and campsite inventories throughout the area, working from four different base camps. Their data formed the basis of a report about the Rattlesnake area which focuses on the recreational conditions, patterns and potentials of the area.

The study was part of a major WI project dealing with dispersed recreation in non-Wilderness settings. Dr. Stephen McCool, a UM Professor of Forestry, has been conducting a recreational use inventory in the Rattlesnakes, and produced a separate quarterly report on his project, recently published by the Wilderness Institute and the Montana Forest and Conservation Experiment Station. McCool's work, which involves user observations conducted over a year-long period, is funded by McIntire-Stennis. His project, and WI's work in the Rattlesnakes, will culminate together in 1979 with a recreational planning report on the area. The report will compare and analyze three years' worth of assorted data—including that gathered by students in WI field studies, literature reviews, and from a telephone survey of Missoula residents, conducted by the Institute in spring, 1977.

The final report will include an analysis of alternative recreational management options. In the meantime, McCool's recently completed quarterly report, and this past summer's field study report on the Rattlesnake area, are both available from the Wilderness Institute.

Mission Mtns Study—west slope

A five-member team conducted recreation studies on the 75,000-acre west slope of the Mission Mountains, Reservation wildlands contiguous to the US Forest Service Mission Mountains Wilderness. The students completed trail and campsite inventories throughout the area, forty miles north of Missoula, for a project funded, in part, by the Confederated Salish and Kootenai Tribes. The Tribal Lands Committee, in considering an option to preserve the area in its wild, native state, had contracted the Institute to prepare a wildland management plan proposal for the area.

The team conducted its recreation studies—the first ever on the west slope of the Missions—to obtain information essential to the development of such a management plan. The students also reviewed available literature to coordinate existing data about the area's natural resources. In addition, the team performed a user study which involved placing registration boxes at fourteen of the backcountry's access points, including three on the mountain divide. Interviews were also conducted with backcountry visitors to determine use patterns and user perspectives of the area.

The team's final report, now in the draft stage, will be published during winter, 1978.

Great Burn Study

Four students worked on the "Great Burn" (Hoodoo New Study Area: 1-301), a 243,900-acre roadless area thirty miles west of Missoula. In cooperation with the Forest Service, the team compiled dispersed recreation data, such as campsite and trail inventories, along with wildlife observations. The study began with a five-day shakedown trip, followed by a thirty-day excursion into the heart of the Great Burn.

The team's report will present data and management recommendations in terms of the area's "natural system units," subsections distinct by virtue of geographic, vegetative and recreational use characteristics. A summary will discuss the synergistic relationship of these units and will analyze the recreational potential of the Great Burn as a whole. Their report, now in the draft stage, will be published during winter, 1978. The Institute has tentatively planned more field work in the area for next summer.

Rivers Study

A three-member rivers team studied segments of six

Regional Workshops Planned

Plans for a symposium on backcountry, announced in our last newsletter, have changed somewhat to conform to a WI research project funded by McIntire-Stennis. The project involves the analysis of dispersed recreation problems such as ecological impacts, user conflicts, and dispersal of use in areas between the extremes of highly developed auto campgrounds and wilderness. WI Executive and Assistant Directors Dr. Robert Ream and Dale Harris, along with Dr. Stephen McCool, a WI-affiliated UM Professor of Forestry, are directing the project, a major component of which will be a series of three regional workshops on dispersed forest recreation problems in the northern Rockies.

Plans for these regional workshops are still tentative; we expect they will take place during late winter, 1978, most likely in Kalispell, Missoula, and Bozeman, Montana. The final workshop will be designed as problem identification seminars, in each of which 20-25 qualified researchers, managers and users together will identify and prioritize dispersed recreation problems in the northern Rocky Mountain region. The workshops will utilize a delphi technique for prioritization, an approach Dr. McCool used successfully in an ORW problems study in 1974. This problem analysis will serve to direct future research relating to dispersed forest recreation, as well as in management decision-making relative to non-wilderness forested lands. Readers interested in more information about the workshops should contact Dale Harris at the Wilderness Institute.
Field Study Program, 1977...

Montana rivers as potential candidates for inclusion in the Wild and Scenic Rivers System: the lower portion of the Flathead River, from Buffalo Rapids bridge to Perma, Montana; the Clark Fork River, from St. Regis to Thompson Falls, Montana; the Madison River, from Quake Lake to Three Forks, Montana; the Upper Yellowstone River, from Gardiner to Livingston, Montana; the Big Hole River from Wisdom to Wye River; and the Kootenai River, from Libby Dam to Bonners Ferry, Idaho. The team conducted extensive research and floated each of the river segments, and preparations for the final report were completed. The project, conducted by Institute staff and students, is now considering several potential dam sites.

The team applied to each segment the first three steps of the Bureau of Outdoor Recreation's (BOR) eight-step "filter system," designed to screen rivers as to their suitability for wild or scenic classification. The study team also gathered data on the hydrology and historic, cultural, zoological, fishery and river recreation resources of each river. By the end of the summer, the team had prepared a graph displaying the degree of streamside development along the six river segments and a narrative describing the nature of that development.

Since then, two graduate students in forestry and recreation, Don Baty and Carol Hagmann, along with Dr. Robert Ream, have joined the three-member team to prepare a final report for BOR. Baty had spent the summer studying the Madison River for the Bureau of Land Management (BLM); Hagmann is a graduate student specializing in wild river management. The group is now preparing a package of materials which will include data and reports from the summer work, an evaluation of the BOR filter system in terms of its applicability to western rivers, and recommendations for the system's improvement.

Flathead River Study

Two students, under the direction of Dr. Robert Ream, concentrated on the recreational and economic aspects of use on the lower Flathead River, between the Buffalo Rapids bridge and Perma, Montana. This segment of the Flathead is the longest remaining stretch of wild river in the Columbia River system, which dominates the western United States. The students' work constituted the only recreational study yet done on this section of the Flathead, for which the Army Corps of Engineers is now considering several potential dam sites.

The two-member study team conducted an extensive literature search on the river, and performed summer-long user observations and interviews at four sites: Buffalo Rapids and Sloan bridges, and Dixon and Perma, Montana. More than 90% of the users agreed to fill out questionnaires, which produced some intriguing results: while 80% of all users preferred no development of the river segment, an even higher percentage of motorized boat users—who constituted one-third of the sample—felt the same way.

The team's report, now in the draft stage, will provide important input for the current Army Corps study as well as inform the Confederated Salish and Kootenai Tribes of existing recreational use on the Reservation river segment. It will also be distributed on request to interested citizens nationwide.

RARE II Study Team

Two students monitored the Forest Service's second Roadless Area Review and Evaluation (RARE II) process this past summer. The team spent nearly 1,000 hours reviewing existing land use environmental statements, examining aerial photographs of all National Forest land in Montana, and canvassing selected areas in the field. All preliminary RARE II boundaries were checked and rechecked in this way, producing over 100 recommendations for additions and/or deletions to the agency's inventory base.

The team will continue to monitor the RARE II process using similar techniques. To help in this effort, the Wilderness Institute Roadless Area File (WIRF)—a computerized listing of remaining roadless acreage in Region I—is being updated to include the new information from the RARE II inventory.

Reader Input: 1978 Field Studies

The Wilderness Institute is now working on plans for its 1978 Summer Field Studies season. Readers with ideas for areas or special projects we should concentrate on are encouraged to contact us soon with specific suggestions.

Management Plan Review Data Compiled

The data collection stage of "Project 77" has been completed. The project, conducted by Institute staff in cooperation with the Forest Service Recreation and Lands Division of the Northern Region, involves a review and consolidation of the assumptions and decisions featured in management plans for all Primitive Areas and Wildernesses west of the Mississippi. The final product, a document displaying the similarities and differences between various agency approaches to wilderness management, is now being developed.

Research assistant Robin Ames supervised a spring and summer-long review of 47 management plans, which were found to contain an approximate total of 1,120 assumptions and 1,230 decisions. Two preliminary findings are of particular interest: as expected, the plans gathered by the Institute had many assumptions and decisions in common, while at the same time each to some extent reflected the uniqueness of the area for which it was written; however, only 40% of existing western Wilderness areas have completed management plans. Plans do not exist for several areas designated by Congress as long ago as 1964.

At a recent staff meeting, Ames reported that the development of the final Project 77 report is proving to be a matter of unexpected complexity. The problem is finding a way to discuss the data—for example, the frequency with which given assumptions or decisions appear—without seeming to dictate the choices wilderness managers should make. At a Wilderness Institute Board of Advisors meeting last spring, Bud Moore, retired Chief of Fire Control, USFS Region I, voiced concern that land managers might use the final document as a management plan "cookbook"—making the writing of such plans a mere exercise rather than an integral part of management. Tom Kovalicky, Special Areas Specialist, USFS Region I, disagreed, and saw the report as a guide with which managers could check their developing plans for thoroughness.

A bibliography of literature used in the course of the project—itself a useful tool for professionals and citizens alike—will soon be published by the Institute. Ames predicts the draft report may be completed during winter, 1978.
LITERATURE REQUESTS

To receive any of the following materials provided by the Wilderness Institute as a public information service, mark the appropriate spaces, fold this sheet in thirds, stamp it, and drop it in the mail. Please remember to include your return address.

Donations from those requesting literature are appreciated.

1. ___ Wilderness Institute Statement of Purpose
2. ___ Wilderness Institute Roadless Area File (WIRF)
3. ___ How to Use WIRF
4. ___ Wilderness Act of 1964
5. ___ National Environmental Policy Act of 1969
6. ___ Wilderness Society Handbook on the Wilderness Act
7. ___ Resource and Development Inventory--Lolo and Bitterroot National Forests, Kathy Jo Hanson
8. ___ Cataract Creek-Cougar Peak, Bud Moore
9. ___ Sapphires, Bud Moore
10. ___ Welcome Creek, Bud Moore
11. ___ North Absaroka, Dave Snell
12. ___ Idaho Falls Off-Road Vehicle Study, Dave Rockwell (10-day loan)
13. ___ Great Rift Primitive Area, Andy Gibbs (10-day loan)
14. ___ Hilgard and Monument Peaks, Larry Akey
15. ___ Potential Impact of S. 393, Dr. Robert Wambach
16. ___ Technology and Reality, Albert Borgmann
17. ___ Towards a Viable Environmental Movement, Bill Bryan
18. ___ Wilderness in America, Henry Bugbee
19. ___ Poiesis of Place, Ray Hart
20. ___ America Needs a Land and People Ethic, Bud Moore
21. ___ On Wilderness, Gary Snyder
22. ___ Guide for Using Horses in Mountain Country, Bob Miller
23. ___ Environmental Outfitting, USFS Nez Pierce National Forest
24. ___ Horse Sense, USFS R-6
25. ___ Risk Zoning, David Greist
27. ___ Staff Burn-Out, Herbert J. Freudenberger
28. ___ Handbook on the Wild and Scenic Rivers Act; published by the School of Forestry, University of Montana ($2.00)
30. ___ Gary Snyder Poetry Reading (cassette tape); from "The Right to Remain Wild, A Public Choice" (10-day loan)
The WILDERNESS INSTITUTE  
School of Forestry  
University of Montana  
Missoula, Montana 59812
The staff of the Wilderness Institute would like to express its appreciation to the wide variety of agencies, organizations, and individuals whose financial support enabled the Institute to increase the depth of its involvement in field research and to conduct projects in expanded areas of interest.

Funds received since April, 1977 are as follows:

1. National Endowment for the Humanities $82,500.00
2. Montana Forest and Conservation Experiment Station (McIntire-Stennis) Fiscal Year 1977 15,372.50
3. Montana Forest and Conservation Experiment Station (McIntire-Stennis) Fiscal Year 1978 27,059.20
4. Associated Students of the University of Montana (ASUM) 9,120.93
5. Confederated Salish and Kootenai Tribes 2,500.00
6. Anonymous Donations 2,500.00
7. U.S. Forest Service 1,778.08
8. UM School of Forestry 1,052.85
9. Montana Wilderness Association 350.00
10. Arkwright Conservation Fund 209.15

In addition, the Institute has submitted proposals, still pending, for the following monies:
1. Arkwright Conservation Fund $2,400.00
2. Marie Lucas Fund 3,141.00

Total $5,541.00

Increases in WI’s general funding and number of special projects have sparked a corresponding growth in staff since last spring. Two faculty members at UM have become newly involved in Institute projects: Dr. Stephen McCool, of the School of Forestry, is working on dispersed recreation studies and plans for related regional workshops, and Dr. K. Ross Toole, of the History Department, is an important consultant for the Wilderness Women Project. In addition, “Wilderness Women” employs four others--two filmmakers of recognized ability and experience, Annick Smith and Beth Chadwick, Executive and Associate Producers, respectively, a secretary, and a research assistant.

Ken Wall, who had worked as a volunteer and work-study Administrative Assistant for two years, has been full time Field Studies Coordinator since May, 1977. Other new staff positions include one full and two part-time research assistants. The Institute also benefits from participation of eleven work-study students and fifteen new volunteers.

New Horizons: WI and the Wilderness Psychology Group

"In the forest, men temporarily abandon a life to which they cannot become wholly reconciled, and return to that nature in which hundreds of generations of their ancestors were reared."

--Bob Marshall

"Whatever makes up the air, the earth, the herbs, the stones, is also part of our bodies."

--Lame Deer

It's a common theme, expressed in published and unpublished speeches and writings of countless American generations: men and women intuitively realize that wild land—the natural world—is central to their lives. They see the "wilderness experience" as primal, as a way of getting in touch with their inner selves; many consider time spent in the wilderness spiritually and psychologically vital to their well-being, and have declared the presence of such places to be a necessity of life.

That wilderness touches us all in a special way—on an experiential plane unlike any other—is a philosophic starting point for conservationists and many land managers alike. However, this concept has yet to be clarified or even explored in an "empirical" or organized way. So far, the notion that mankind relates to wilderness on a deeply meaningful level has been confined to the humanistic writings and personal contemplations of assorted wildland users. This is not to say that such writings and thoughts are of no value, merely that they only scratch the surface of a fascinating area of inquiry. The concept of mankind having a primal relationship to wildlands raises thousands of compelling, if exceedingly complex, questions. Exactly how does wilderness relate to the psychological continuity of mankind? What effects do wilderness areas have on the personalities and behaviors of those who spend time within them? Do the values we associate with the "wilderness experience" speak to an identifiable, psychological benefit inherent in wildlands? Can research in this field help quantify heretofore intangible wilderness values?

For the past year, the Wilderness Institute has explored ways for dealing usefully with these questions. The major by-product of one staff member's involvement in this area has been the development of communication between the Institute and an informal network of psychologists and psychiatrists called the Wilderness Psychology Group.

This network, now numbering near one hundred professionals, began two years ago when Lance Olsen, Wolf Creek, Montana, placed an ad in "Monitor," the monthly journal of the American Psychological Association (APA). Olsen quickly succeeded in gathering a nationwide host of contacts, launching in the process his own grassroots newsletter to keep members of the group in touch with each other's work and ideas. Slowly, from these newsletters—which contained Olsen's own writings and reports along with correspondence from others, a few common interests and a sense of group direction began to emerge.

Some members of his network were practising psychologists interested in wilderness as a vehicle for therapy—Eric Gebelein, for example, of the Chelan and Douglas Counties Mental Health Center of Wenatchee, Washington. Gebelein uses backpack trips as a key ingredient in drug abuse and other mental health counselling programs, and has found the wilderness framework uniquely effective in comparison to more conventional therapeutic styles.

Others, like Lynn Levitt, Associate Professor of Environmental Psychology at the University of Toledo, are more interested in the mechanics of our psychological interaction with wilderness settings. What does wilderness do for us that other places—rural and urban—cannot do? What specific qualities of wilderness are responsible for such benefits? These are the kinds of questions which interest psychologists like Levitt, and which constitute the focus of a growing amount of psychological research nationwide.

Total $142,750.21

8. UM School of Forestry 1,052.85
9. Montana Wilderness Association 350.00
10. Arkwright Conservation Fund 209.15
11. Miscellaneous (Individual Donations) 327.50

Continued, next page
New Horizons...

This past August, members of Olsen’s Wilderness Psychology Group met for the first time at a special wilderness session of the APA convention in San Francisco. Over a hundred attended the session, at which several research papers were presented and basic issues surrounding the psychology of wilderness discussed. More than anything else, what emerged from the meeting was a sense of need—need for more background information about wilderness for more time to discuss research methodologies, and for more time most of all to put the possible avenues of research within this field in balanced perspective.

Enter the Wilderness Institute. Several times over the past few months, Editor and Administrative Assistant Tom Daubert has met with Lance Olsen to discuss ways WI could assist the development of his group. Several possibilities are being considered, each of potential value to WI and the psychologists, as well as to the wilderness-oriented community.

One idea is for a WI-sponsored Wilderness Seminar and Field Trip for Psychologists, to take place next summer. Ideally, WI would secure funds for its development and implementation, and to tape, transcribe, edit and publish the discussions. The project would bring 10-20 professional psychologists together for a week-long backpack trip under the guidance of experienced wilderness users and theoreticians. Before and after the trip, thematically structured group discussions would attempt to evoke an organized approach and useful response to the experience. The Wilderness Institute is well-equipped to offer such a seminar, given its experience with the Fall Program and Summer Field Studies, both of which involve education in field settings. Furthermore, such a shared wilderness experience would help interested psychologists develop a common definitional focus, and the discussions resulting from the experience would make fascinating reading.

This project idea, which depends upon WI’s ability to raise necessary funds in time for the project's organization, represents the first of a three-part series of programs designed to catalyze and facilitate research by members of the Wilderness Psychology Group. The second two phases of this progression would be: 1) the 1978 APA convention, at which Olsen hopes to present a major Forest Service researcher, who would familiarize psychologists with the history and current status of land manager interest in research in this field, and 2) a follow-up, large-scale, WI sponsored conference in Spring, 1979, which would bring interested psychologists, land managers, and members of the public together to discuss the topic of wilderness psychology, and to identify and prioritize key avenues of research in the field. Such a communion of different perspectives and areas of expertise might produce some exciting developments. As the axiom "managing recreational wildland means managing people" implies, understanding user psychology is a prerequisite to successful management; members of the Wilderness Psychology Group have a definite contribution to make, but need guidance from land managers and researchers before their work can effectively begin.

Another idea for collaboration between the Wilderness Institute and Olsen’s group already has begun. Stewart Allen, a graduate student in Environmental Psychology at the University of California at Clairmont, who transferred to UM for the current academic year to participate in WI programs, is compiling an annotated bibliography of wilderness psychology articles for his independent project in “Wilderness and Civilization.” The first part of this bibliography, which will eventually contain several hundred listings, will soon be published by the Institute.

The Institute has also obtained copies of the research papers presented by psychologists at last summer’s APA convention. Several of these may soon be distributed through the WI Information Center. Readers interested in more information about the Wilderness Psychology Group can subscribe to the group’s newsletter ($5 per year) by contacting Lance Olsen, Craig Route, Wolf Creek, Montana, 59648.

Slide Collection Available

A catalogued version of our slide collection is now available on loan from the Wilderness Institute.

The collection includes slides of Forest Service maps of regions throughout Montana and Idaho, including proposed Wilderness areas.

The collection also features slides in the following subsections: wildlife, flora, people, forest impact, general impact, and historic.

words on wilderness
The Wilderness Institute
School of Forestry
University of Montana
Missoula, Montana 59812
ARTICLE I. Student Action Center is the service and advocacy branch of ASUM. SAC provides services to students on campus and represents them in various community and state issues. SAC serves as a vehicle for the application of student energies by organizing projects and activities relevant to both academic training and social responsibility.

This is a state university and it is the philosophy of SAC that students are members of the community in which they live and that they have responsibilities to this community.

The long range goal and underlying purpose of SAC is to become significantly involved in the community to the extent that members of the community may call on SAC, confident that they will deal with concerned, informed, participating student representatives.

The governing goals of SAC are:

I. To represent students in pertinent community issues and affairs.
II. To work on students behalf in pertinent campus issues and affairs.
III. To solicit student input on SAC activities.
IV. To maintain the affiliations SAC has with various citizen organizations across the state.

ARTICLE II. Membership and Organization

Section 1. The Student Action Center Steering Committee. The SAC Steering Committee shall consist of the ASUM Business Manager, a member of Central Board, a representative of the faculty, and two delegates from the campus at-large. The Committee will meet quarterly with the SAC director, or more often if they so desire. The purpose of the Committee is purely as an advisory body. The student and faculty representatives shall be chosen by the ASUM President and UN President respectively.

Section 2. Student Action Center Director.

a) The Student Action Center Director shall be appointed by the incoming President and confirmed by the new Central Board, which takes office in the spring, by a majority vote within two weeks after the spring elections. The new appointee shall become the director-elect at the same time the new Central Board comes into power. The new Director shall take office April 30. The length of term of office of the Director shall not be in excess of one year. The Student Action Center Director may be removed from office only by a two-thirds vote of Central Board.

b) The Student Action Director shall review all contracts and prepare all financial statements and reports.

c) The Student Action Director will prepare up to date reports on the Center's current activities and finances for review by the Steering Committee at their meetings.

d) Any complaint concerning the financial transactions of the Student Action Center Director shall be directed to the ASUM Business Manager who shall investigate and issue a reprimand if he determines negligence or failure to meet responsibilities.

Section 3. Student Action Center Staff. The employees of the Student Action Center shall be hired by the Director, with majority consent of the present staff. Present staff shall be included in the interviewing of prospective employees. Any employee may be removed by the Director for not fulfilling his assigned responsibilities given to him/her when hired. An employee may appeal his/her dismissal to the Steering Committee, in this instance chaired by the faculty advisor. The salary for each employee shall be determined by the Student Action Center Director and approved by Central Board.
Section 4. The Student Action Center Faculty Advisor. The faculty advisor shall serve on the Steering Committee as previously outlined. He shall assist and advise the Center as an additional resource to projects. If at all possible, this position should be appointed only every two years, unless otherwise requested by the Center, so as to provide continuity for the overall program. The faculty advisor shall be appointed by the President of the University following recommendation of the Student Action Center Director.

ARTICLE III. Financial.

Section 1. The funding of Student Action Center activities shall be derived from annual allocations from Central Board.

Section 2. The Student Action Center Director shall prepare the Student Action Center budget and present it to the ASUM President and Central Board.
ARTICLE XII. Budget and Finance Committee.

Section 1. Membership. The Budget and Finance Committee shall be composed of at least five (5) but not more than eight (8) members. At least half of the committee shall be composed of Central Board members. The ASUM Business Manager shall be a member of the committee and will act as chairperson of the committee.

Section 2. Function. The Budget and Finance Committee shall:

A) Establish a job description for the ASUM Accountant,
B) Review all financial statements and special reports regarding the financial concerns of ASUM,
C) See that semi-annual inventories of all capital equipment owned by ASUM are conducted by the ASUM accounting office,
D) Review line item changes and determine the fate of fund balances,
E) Decide whether special or supplemental allocations be brought before Central Board,
F) Act as an appeals board for the ASUM short-term loan fund, as described in the rules governing the loan fund,
G) Decide other policy or initiate any other projects concerning ASUM financial matters as it deems necessary,
H) The ASUM Business Manager shall give a weekly committee report to the Central Board.

ARTICLE XII. Special Allocation.

Section 1. A request for further funds may be submitted to Budget and Finance Committee at any time during the school year.

Section 2. If Budget and Finance Committee passes the request it shall be brought to Central Board for the final vote the following week.

Section 3. Allocations of funds should be made as coordinated parts of the budget, rather than as special allocations at other times. Emergencies and unpredictable developments may be valid exceptions to this principle.
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