Hunt Institute for Botanical Documentation
5th Floor, Hunt Library
Carnegie Mellon University
4909 Frew Street
Pittsburgh, PA 15213-3890
Telephone: 412-268-2434
Email: huntinst@andrew.cmu.edu
Web site: www.huntbotanical.org

The Hunt Institute is committed to making its collections accessible for research. We are pleased to offer this digitized item.

Usage guidelines
We have provided this low-resolution, digitized version for research purposes. To inquire about publishing any images from this item, please contact the Institute.

Statement on harmful and offensive content
The Hunt Institute Archives contains hundreds of thousands of pages of historical content, writing and images, created by thousands of individuals connected to the botanical sciences. Due to the wide range of time and social context in which these materials were created, some of the collections contain material that reflect outdated, biased, offensive and possibly violent views, opinions and actions. The Hunt Institute for Botanical Documentation does not endorse the views expressed in these materials, which are inconsistent with our dedication to creating an inclusive, accessible and anti-discriminatory research environment. Archival records are historical documents, and the Hunt Institute keeps such records unaltered to maintain their integrity and to foster accountability for the actions and views of the collections' creators.

Many of the historical collections in the Hunt Institute Archives contain personal correspondence, notes, recollections and opinions, which may contain language, ideas or stereotypes that are offensive or harmful to others. These collections are maintained as records of the individuals involved and do not reflect the views or values of the Hunt Institute for Botanical Documentation or those of Carnegie Mellon University.

About the Institute
The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

ER OFFICE MEMO

	File "Ecological Institute - Dahl Inquiry	OFFICE
M	Frank W. Smith	OFFICE
JECT	Agenda of Appointments, Thursday, Oct. 16	DATE Oct. 15, 1969

MESSAGE

I have arranged the following discussion meetings to bring Mr. Dahl into contact with interested parties and/or to expose him to current work:

9:15 Faculty Club - meet with Professors Morris Garnsey, Curt Johnson, Dave Rogers et al.

10:45 Aeronomy & Space Data Center: World Data Center A - meet with Alan Shapley, Virginia Lincoln et al.

12:00 Working luncheon discussion with Dr. Earl Barrett on Benchmark Station and background pollution. (luncheon at Pizza Oven)

1:30 (tentative) Discussion with Oakliegh Thorne, Bettie Willard et al, at the offices of the Thorne Ecological Foundation.

REPLY

I understand that Mr. Dahl will also be visiting the NCAR.

I will meet him and convey him between meetings.

	OFFICE	SIGNED

75 ORIGINATOR SEND PARTS 1 AND 3 INTACT — RECIPIENT RETURN PART 3 WITH REPLY PART (1)

OCT 13 1969

Taxim. Flor. Dias.
· School for Man/Environment.

j e - O/P

PEAT, MARWICK, MITCHELL & CO. AHS OCT 13 '69 xc - (AHS / FWS

1025 CONNECTICUT AVE., N. W.

WASHINGTON, D. C. 20036

see FWS for action

October 10, 1969

Director of ESSA Research Laboratory
c/o Mr. A. Shapley
Boulder, Colorado

Dear Mr. Shapley:

This is to confirm my appointment to meet with you and members of the ESSA laboratories on Thursday, October 16th. As I mentioned on the phone, the Ecological Society of America has contracted Peat, Marwick, Mitchell & Co. to perform a feasibility study for a National Institute of Ecology. To assist in determining the feasibility, the society has provided a model of the institute which describes possible activities in the areas of research, information and education. I have enclosed a copy of this model with this letter.

I would like to meet with members of the ESSA laboratories in Bolder who could assist us in determining the feasibility of the model and outline modifications which would result in an institute more relevant to the current and future needs in this field. I would also like to discuss the criteria which could be used in designing the organizational structure, selecting a suitable site and defining the relationships between organizations currently working in the field of ecology and the proposed institute.

I appreciate your help in organizing my interviews at ESSA and I look forward to meeting you on the 16th.

Very truly yours,

PEAT, MARWICK, MITCHELL & CO.

Jack I. Dahl

Jack I. Dahl

JID:dv

Ecological Institute Model

The model proposed by the Ecological Society consists of three basic functions: Basic and applied research; data storage, retrieval, analysis and dissemination; and, education in cooperation with university programs. In each of these areas a multi-disciplinary approach to ecology is envisioned to enable the institute to bring various perspectives to a single problem. It is realized that, if an institute is developed, the exact character will not be fully determined until a director is chosen and he assembles his staff. In addition, the character will be in continuous evolution as the institute responds to the needs of society. However, as a baseline description which can be used to test the feasibility of the concept, the Society Study Committee has provided the following model of an Ecological Institute.

A. Research

Surveys have convinced the Committee that recruitment of a high quality staff for an institute requires the capability to sustain a well supported research effort. Examples of basic and applied research goals could be:

1. Basic

   - Cycling and budget studies of various elements or materials in ecosystems.
   - Population dynamics and behavior studies.
   - Ecosystem simulations and modeling.

2. Applied

   - Trend analysis of environmental conditions.
   - Evaluation of alternatives for pollution reduction.
   - Instrumentation and modeling devices for ecological research.

3. Research Project Coordination

. Overall study planning and coordination of research studies on complex ecosystems which as large river basins or extensive area landscapes with the research conducted by individuals from various universities, industries and/or government agencies.

B. Data Storage, Retrieval, Analysis & Dissemination

An integral part of the proposed institute will be a data/information center. The establishment of the center is thought to be more dependent on high quality librarianship than on computer programs, however, some computer capability is envisioned to assist in various aspects of data storage, retrieval and analysis. Examples of information center activities are:

1. Storage and centralized analysis of IBP field research data;

2. Development of simulation models and simulation techniques;

3. Respond to requests from the scientific, governmental and private sectors for data and technical opinions;

4. Provide a central source for meaningful ecological information to the extent possible within the limits of professional competency.

5. The information provided would be carefully separated from specific requests for advice on "environmental engineering" or "public policy" and at no time would the institute as a corporate body take a political position.

C. Education

The institute would include an active educational role in addition to the responsive role provided through the information dissemination activities. Specific educational activities suggested are:

1. Pre- and post-doctoral training in conjuction with cooperating universities. The institute is not visualized as a degree granting institution;

2. Seminars, workshops and summer programs for professional scientists and laymen; and

3. Assistance to various medias preparing educational programs on ecology.

Questions asked:

1. Determine feasibility of "model"

2. Modify model

3. How should it be organized

4. What is being done here

5. Where

Answer--

1. Feasibility--yes

2. Model modifications--in terms of our own structuring.

3. How organized? Use the model

4. What is being done here.
   In University and environs.
   1. Biology dept. new organization--2 divisions directed toward the~~xx~~ same problems in the model.
   2. Chemical Engineering--ecology interface.
   3. Survey committee for all-campus interest in environmental studies.
   4. INSTAAR--Physical and biological ecology of mountains and north.
   5. Thorne Ecological Foundation--speak to this afternoon.
   6. Museum activities--only tangible evidence of what the environment contains. the information management system gives ready access to.
   7. Anthropologists are socially oriented--human ecology.
   8. Medical school--environmental medicine is new research and teaching. Child development study--environmental factors in children.
   9. Math department head vitally interested in biological/mathematical interface.

Our own involvement--the taximetrics lab devoted to development of information management, theoretical modeling in math for environmental studies, service (or education in the broad sense)

Direct Involvment in ecological studies.
1. Our information management program approved by the IBP.
2. Work with INSTAAR on development of Tundra Biome Studies.
3. INSTAAR program using our IR system for studies of climatic environment
4. " " in glacier classification.
5. Development of a total management system for the museum's collections in botany, zoology, geology and archeology.
6. Work with FSU oceanographers in ocean ecology, including polution, biomass, productivity, underwater photography, and sediments.
7. Rocky Mt. Expt. Sta.--forest ecology/productivity.
8. Corps of Engineers--ecological classification, biomass
9. AID program in tropical food productivity--collab. with U. Georgia
10. Department of Agriculture--Plant Introduction Station, Pullman, Washington germ plasm.
11. Several other individual investigators.

Our own ~~xxxxbxxxxtxxxxxix~~ efforts in basic research deal with ecosystems simulation & modeling, x research in mathematical bases for biological endeavor.

Why here? Interaction with other agencies in Boulder.
University, NCAR, Bur. of Stds., ESSA, LASP, JILA, USGS (Denver), City of Boulder and the Greenbelts--land for research lab.