

To Be

Or Not To Be?

Want to read some scary numbers?

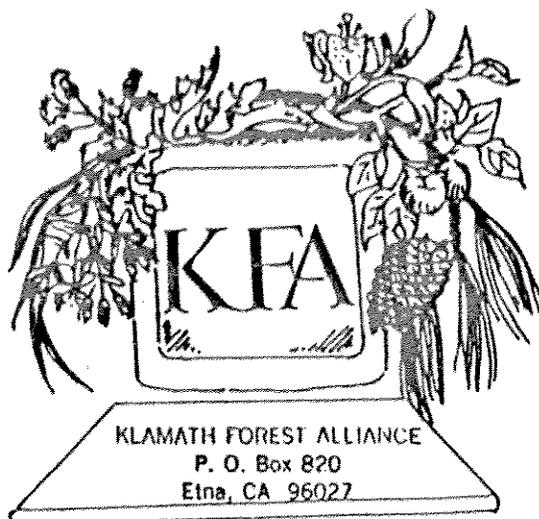
Total Summer Steelhead Count	1980 - 233 	1982 - 257
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No. and So. Forks Salmon River	1990 - 33 	1991 - 67
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Unless the few fish that return are left to spawn, there will be

NO MORE WILD SALMON HERE

APR - 8 1992



ATT: Patricia Whitehouse
U.S. Fish and Wildlife Service
Klamath River FRO
P.O. Box 1006
Yreka, Ca. 96097-1006

3/24/92

Dear Patricia,

Enclosed is our final report for the Salmon ED project. Payment is requested in the amount of \$1,600. No other invoice will be submitted.

Please make out the payment to the Klamath Forest Alliance, being that it is the fiscal agent and contractor for this purchase order. The purchase order # is 11333-2-0055.

Please send the payment to KFA's secretary/treasurer at this address: Donna Brucker, Klamath Forest Alliance/Salmon River Concerned Citizens, Box 610, Forks of Salmon, Ca. 96031.

This was a very stimulating and productive project which will help local residents and the general public to better understand the importance of the Salmon River fisheries. As a result of Salmon ED, the local residents and resource users are much more aware of the role of the Klamath River Fisheries Task Force, the fisheries managers, and the tribe. In addition the local residents and the publics who utilize the Salmon River area better realize what their own part to play is in the recovery of the Salmon River fisheries.

Thank you for your financial and technical support and assistance for the Salmon ED project. May this project help to open the many doors which need to be opened in the Salmon River fisheries recovery process.

Respect the Salmon,

Pete Brucker

Peter Brucker for
the Klamath Forest Alliance and
the Salmon River Concerned Citizens

SALMON ED FINAL REPORT

POACHING PREVENTION:

I. JOB: Salmonid Education Activities in the Salmon River area

- A) Original Reproducible Poster - see "GONERS" poster which verbally, visually, and quantitatively identifies the decreasing populations over time of the Salmon River Fall Chinook Salmon.
- B) 4 types of reproducible handout -
1. see "Poach Eggs not Fish" , 2 separate reproducible linoleum block print design flyers. These cards have and are still being locally distributed and posted publicly.
 2. see " To Be or Not To Be", handout/poster which asks the reader a question through the visual and quantitative display of information about the Summer Steelhead in the Salmon River.
 3. see " Salmon ED Questionnaire ", this informational poll and handout was used in the Forks of Salmon, Sawyers Bar, & Junction Elementary Schools. Over 100 students took the blank questionnaires home. These questions were answered with the help of their parents and returned to the teachers and to Salmon ED. The answers version was given to the teachers, who went over the questions and answers with the students. The teachers version has and is being posted and circulated locally as a Salmon River fisheries education tool. The questions and answers were developed by the workshop panel during the planning meetings and interactions. (a composite of all questions for school childrens were initially developed by the panel and compiled by the coordinator to use as a guide for the final questionnaire. (see enclosure, "Kids Questions") After the school workshops the teachers joined in an evaluation of the workshop and were asked to answers 5 basic questions about the workshops. (see enclosure " Salmon Ed School Follow Up")
 4. see "Salmon ED Workshops Program" packet, over 300 of the Program Packets were distributed to those who attended and participated in the Salmon ED school or communities workshops. Salmon ED Workshop Packet includes the Program, Do's & Dont's, Questionnaire & Answers, Salmon River Fish Facts, True or False Questions & Answers, and Definitions for the handouts.

- C) Three workshops for school children took place and were well received at Junction Elementary School (3/19/92), Sawyers Bar Elementary School (3/20/92), and Forks of Salmon Elementary School (3/20/92). Program Packets were given to each student. The school schedule substituted the "Salmon River Salmon Game", (see enclosed instructions) for the "Upriver Down" at the community workshops. This was a full two hour workshop. (See Parents Notice and Thursday's school workshop time schedule)
- D) Two well attended Community Workshops took place at both Somes Bar and Forks of Salmon. Over 200 people came to these two workshops consisting of various interesting presentations followed by a stimulated and meaningful discussion between the audience and the Salmon ED panel. These workshops were still well attended after 3 hours. There were various displays, handouts, sign up sheets at these events. (see enclosed # 1 and # 2 Salmon ED Workshop planning updates) The play, "Upriver Down" (see enclosure) opened up the workshops which were extraordinarily well received by the residents and attendees.
- E) A press release announcement (enclosed) was created and sent to the area newspapers, radio, and television stations. 25 mailed.
- F) A boxholder mailer providing a schedule and invitation to come to attend the Salmon ED workshops was sent to each of the residents of the Salmon River communities. Approximately 250 were mailed.

II. PERSONNEL

A) Project Coordinator: Peter Brucker (215 hrs donated time)

B) Workshops :

Panel: Peter Brucker (Salmon River Concerned Citizens SRCC), Leaf Hillman (Karuk Tribe), Patricia Whitehouse (US Fish & Wildlife Service, Jack West (Forest Service), Dennis Maria, Ken Taylor, Bill Chesney, Kim Rushton, & George Nielans all of the Ca. Dept. of Fish & Game

Game: developed and instructed by Patricia Whitehouse (US F&WS)

Play: Created and directed by Peter Brucker with assistance from local residents.

Cast: Peter Brucker (SRCC), Jim Jennings (Forks School Teacher), Patricia Whitehouse (USF&WS), Jack West (USFS), Tina Bennet (Karuk Tribe), plus 5-10 various local residents who palyed the part of the ocean Salmon.

Costumes: Judy Beaver and Katie Howes

Stage Manager: Katie Howes
 Music & Sound Effects : Rex Richardson
 Backdrop Slide
 Projector Operators: Bill Chesney & Susan Terrance

C) Poster/Handouts/ Notices : Artist: Sara Hugdahl
 Coordinator
 & Distributor : Peter Brucker and other members of SRCC

III. COSTS:

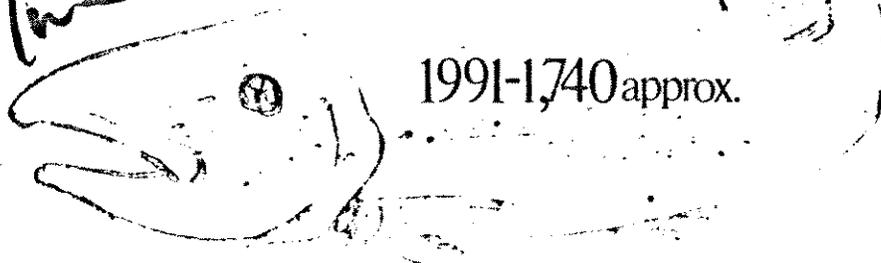
General Expenses:	
Travel	\$ 300.00
Postage	\$ 150.00
Duplicating	\$ 200.00
Phone	\$ 250.00
Materials	\$ 150.00
Poster/Flyer Production	\$ 150.00
Administration	\$ 400.00

TOTAL	\$1,600.00

The Salmon ED Workshops stimulated both the audience and those making presentations. Other than the various agency related members of the panel, almost all of the work required to perform the various project tasks were donated and accomplished by local residents. There are very positive results that are coming from the project, such as an improvement in communications between the local residents, the fisheries agencies, and the Karuk Tribe and an increased local awarenss of the needs of the Salmon River fisheries resource. This project is a great success, and was well worth the relatively small amount of funding supplied to this project.

By the time they get up to the Siskiyou, where the Salmon River runs, most of the salmon are gone, gone, gone.

Total Fall Chinook Runs, Salmon River:

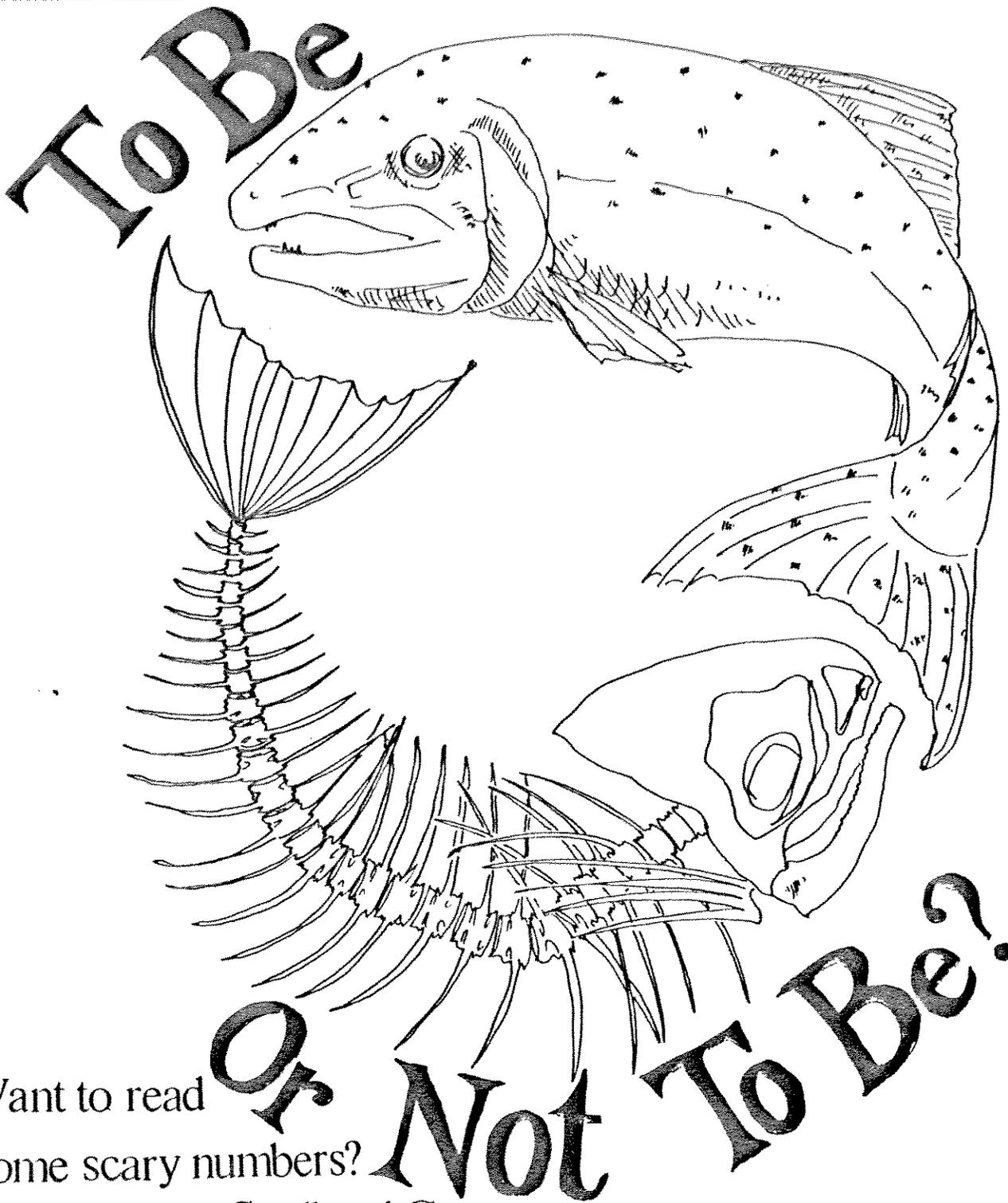


2,000-??



GONERS





Want to read
some scary numbers?

Total Summer Steelhead Count

1980 - 233  1982 - 257

No. and So. Forks Salmon River 1990 - 33  1991 - 67

Unless the few fish that return are left to spawn, there will be

NO MORE WILD SALMON HERE

6. Name 4 things that you think are causing there to be less Salmon in the Salmon River each year:
- 1)
 - 2)
 - 3)
 - 4)
7. A) Why are Salmon from the Salmon River especially important ?
- B) Are the Salmon in the Salmon River important to you ? Why ?
8. Do you think that we should catch the Salmon that are in the Salmon River this year ? Why ?
9. A) Who's job is it to make sure that Salmon survive in the Salmon River ? Why ?
- B) What can you do to help the Salmon ?
10. What is a game warden and why do they exist ?

Parents Signature

Salmon River Concerned Citizens
Box 610, Forks of Salmon, CA 96031

Teachers COPY
SALMON ED QUESTIONNAIRE

1. List the different species of fish that can you name which live in the Salmon River?
 - A) Chinook Salmon: [King Salmon- (Spring & Fall run)]
 - B) Coho Salmon: [Silver Salmon]
 - C) Steelhead Rainbow Trout
 - D) Klamath Small scale sucker E) American Shad F) Green Sturgeon G) Speckled Dace H) Sculpin
2. What is the difference between a salmon and a steelhead?
 - A) Inside of a Steelheads mouth is all white, Salmon have black and white
 - B) 9-12 anal finrays on Steelhead; 13-19 anal finrays on Salmon
 - C) Spots on Steelhead are round in shape; Salmon are larger and more irregular pattern
 - D) All Salmon die after spawning, Steelhead spawn numerous years
 - E) Steelhead is a trout and Salmon aren't
 - F) They often use different habitat
3. Describe the life cycle of the different species of fish of the Salmon River? / How long do they live?
 - A) Chinook-Salmon- Spawn Oct-Nov, eggs in gravel for approx 2 months, alevin in gravels until yolk salk's absorbed, fry take 2 or 3 months to drift downstream to the ocean, spend 2-4 years in th ocean, jacks often spend less than 2 yrs, females come back to spawn. (5 YR Max age in Klamth System)
 - B) Coho Salmon- Usually spawn Nov-Dec, youn spend year in fresh water then swim to the ocean, stay in ocean for 2-3 yrs, jacks spend less than 1 yr. (Max age 4 yrs in Klamath System)
 - C) Steelhead Trout- Spawn Jan-May, young stay in the river 1 or 2 yrs, spend approx 3 yrs in the ocean before returning to spawn, (Max age is 9 yrs)
4. Name 5 things Salmon need to survive :
 - A) cool waters (less than 70 degrees)
 - B) clean spawning gravels, free of excess fine sediment (sand, silt, etc.)
 - C) adequate food supply (aquatic insects, invertebrates, other small fish)
 - D) suitable escape & rearing cover (woody debris, boulders, vegetation-aquatic and terrestrial)
 - E) Good balance between amounts of critical habitat such as: riffles, pools, and runs/glides (places to hide)
 - F) Unobstructed passageways
 - G) Clean water (rivers and ocean) H) A lot of help from US
5. Guess how many fish make up the 1991 Spring and Fall Salmon runs in the Salmon River and for the Klamath River? Estimates

SALMON RIVER
Spring Chinook: 180

Fall Chinook: 1,740

KLAMATH RIVER
Spring Chinook: ?

Fall Chinook: 15, 468

6. Name 4 things that you think are causing there to be less Salmon in the Salmon River each year:
- A) Overharvest of remaining stocks by ALL user groups (National & International Commercial Fishing, sport fishing, poaching, tribal catch, etc.)
 - B) The ongoing drought, which has reduced available habitat and raised summer stream temps. and lowered winter temps.
 - C) Habitat degradation resulting from logging, roadbuilding, mining, and naturally caused erosion (fire, flood, etc.)
 - D) Pollution in the river and ocean
 - E) Fish Obstructions
7. A) Why are Salmon from the Salmon River especially important?
The Salmon River supports one of the most viable and largest runs of Spring Chinook left. The Salmon River has some of the best remaining fish habitat. They are a unique stock of Salmon as are each of the main sub-basins in the Klamath System. Some believe that the Salmon are a canary in a coal mine.
- B) Are the Salmon in the Salmon River important to you? Why?
Yes, because they symbolize life and indicate the health of the river. It is wreckless and irresponsible to hurt these fish.
8. Do you think that we should catch the Salmon that are in the Salmon River this year? Why?
- A) No, because there aren't enough fish left
 - B) NO, because they have intrinsic, biological, recreational, scientific, economic, spiritual or other values which I would still like to have
 - C) NO, because maybe they will reproduce
9. A) Who's job is it to make sure that Salmon survive in the Salmon River? Why?
EVERYONE's, because no one person or agency will succeed alone. Each has to "Play Your Part" as individuals in daily life and as a participant in a combined effort
- B) What can you do to help the Salmon?
STOP doing anything that is harmful to the fish and join in group efforts local, regionally, and nationally to recover the Salmon River Salmon. Don;t make the river Salmonless
10. What is a game warden and why do they exist?
- A) Is a person who works to stop people from catching fish and game illegally. This person is an enforcer of the laws dealing with fishing and hunting, so that fisheries and game resources will be sustained over time. We need to understand that this person's here to help the fish. We should all work together.

Salmon River Concerned Citizens
Box 610, Forks of Salmon, CA 96031

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SALMON ED QUESTIONS FOR RIVER COMMUNITIES\SCHOOL

kids questions

THE FISH

1. - Is a spring salmon different from other salmon
2. - What different species of fish live in the salmon river system
3. + What is the difference between a salmon and a steelhead
4. + What's the difference between steelhead and salmon
5. * How long do salmon & steelhead live
6. * How long do salmon live/ when do they die
7. What is the life cycle of the spring chinook salmon
8. Do all salmon die after spawning
9. Where salmon go when they leave the river
10. What happens to fish after they spawn
11. How many eggs are in one salmon
12. What do salmon eat
13. Why are salmon in the river in the fall
14. Why are salmon so big
15. How long have there been salmon in the salmon river
16. What is an anadromous species
17. Can you name 5 anadromous species
18. Why would we want to raise some salmon or steelhead at a small hatchery
19. Why are salmon and steel head important to the salmon river

HABITAT NEEDS

1. What things can kill baby salmon and adult salmon/ in
2. What do fish need spring chinook salmon need to successfully spawn. or other salmon and steelhead
3. Where do baby salmon grow up
4. Name some human obstacles salmon steelhead face in the ocean and rivers
5. Where do Salmon Steelhead like to lay there eggs
6. Name 5 things salmon need to survive

NUMBERS

1. How many baby salmon must live so that salmon river salmon don't disappear
- 2.\$ How many salmon are in the salmon river
- 3.\$ How many fish make up spring and fall run
4. How do we know how many fish go up the river
5. Are there as many salmon as there used to be
- 6.

FEELINGS-(over)

1. Do you like to see big salmon in the river
2. Should you catch salmon from the river
3. Why should you help salmon
4. What does poach mean to you
5. Why is it bad to poach salmon
6. If you saw someone poaching what would you do
7. Why are salmon from the salmon river especially important
8. Why are salmon important
9. What do salmon in the river mean to you, how are they important to you

OUTREACH\REGS ?

1. What can you do to help the salmon river fisheries
2. What is a game warden
3. Do you know who your game wardens are
4. What are the rules and /penalties for Salmon on the Salmon River- If it were Endangered
5. Why can't I catch salmon in the Salmon River
6. Who's job is it to see to it that salmon will continue to exist in the Salmon River
7. Why is it necessary for laws to protect salmon

Students could make up some questions too.

SALMON ED SCHOOL FOLLOW UP

The teachers at the 3 schools where the Salmon ED Workshop was performed were asked the following 6 questions. This was done to evaluate the success of this project. Their answers are included.

1. What % of the students in your school who saw the Salmon ED Workshop understand more about the fish life history ?
 - A) Forks of Salmon Elementary- 100 %
 - B) Junction Elementary - 100 %
 - C) Sawyers Bar Elementary - 100 %

2. What % of the students in your school who saw Salmon ED realize the importance of the Spring Chinook Salmon in the Salmon River ?
 - A) Forks of Salmon Elementary- 100 % grades 4-8 & 20% of K-3
 - B) Junction Elementary - 85 % grades 4-8 & 20% of K-3
 - C) Sawyers Bar Elementary - 90 % grades 4-8 & 25% of K-3

3. What % of the students in your school better understand the pupose of the weir as a result of the Salmon ED Workshops ?
 - A) Forks of Salmon Elementary-100 % grades 4-8 & 20 % of K-3
 - B) Junction Elementary - 90 % overall
 - C) Sawyers Bar Elementary - 100 %

4. What % of the students in your school better realize, as a result of the Salmon ED Workshops, why you shouldn't be poaching in the Salmon River ?
 - A) Forks of Salmon Elementary- 100 %
 - B) Junction Elementary - 95 %
 - C) Sawyers Bar Elementary- 100 %

- 5) Do you think the Salmon ED Workshops were effective ?
 - A) Forks of Salmon Elementary - YES
 - B) Junction Elementary - Absolutely
 - C) Sawyers Bar Elementary - YES

- 6) What could be done to improve the workshop ?
 - A) Forks of Salmon Elementary- Have the Game Warden, Ken Taylor, give the Law Enforcement presentation for the Ca. Fish & Game. Don't joke about if you need money turn in

your neighbor for a reward. This talk should be more creative. The Law Enforcement presentation needs to emphasize that these Salmon need special protection because of a number of impacts of which local poaching is one of the many, but by not poaching you will be playing our part.

- B) Junction Elementary - This amount of material should be spread out over a whole school day. More breaks are needed. Ca. Fish & Game data was a little lengthy and too technical in some places.
- C) Sawyers Bar Elementary - The school workshop could be divided up into 2 presentations. One, which is a little longer and more sophisticated for the older children and the other shorter and simpler for the smaller grades. The game was very good, especially for the younger grades. A few people were too technical in their presentation. It was good that the littler children sat on the floor so that they could move around with less disturbance.