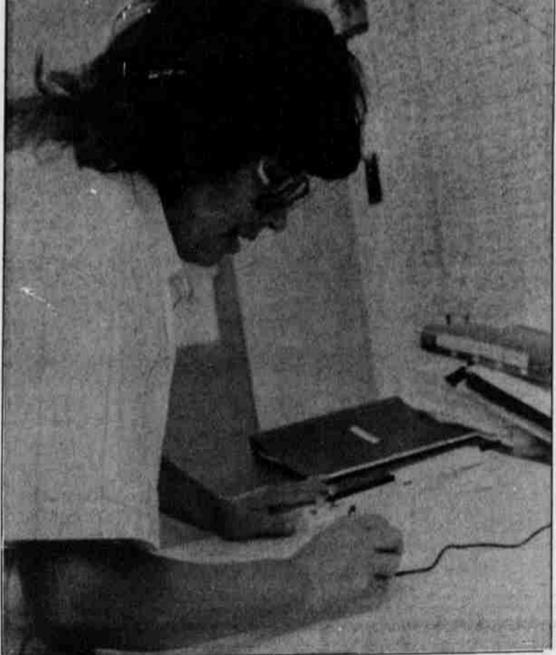


Impact of forest activities on watershed studied

The relationship between forests and water is a closely interrelated one. Disturbance of the forest near streams and rivers may have an impact on these water resources. The importance of this relationship and the impact of forest activities on woodland streams is the focus of a study being done by natural resources women's job program employee Fritz Miller. Applying knowledge gained as a student in the University of Oregon environmental sociology degree program, Miller is collecting data from streams on the reservation to measure the impact of forest activities.

Looking at harvest methods and measuring acreage over the past ten years, Miller records areas affected by harvest including road systems, salvages, burns and rehabilitation areas.

Collected data will assist in devel-



Fritz Miller measures harvested forest acreage used in determining impact of forest activities on watersheds.

Water management course offered 8/6-15

The American Indian Resources Institute (AIRI) in California is offering a summer course August 6 to 15 dealing with the management of tribal water. The course will take place at the University of New Mexico School of Law in Albuquerque, New Mexico. This is the institute's second annual course on tribal water management. Its purpose is to present the law and policy which influence water management strate-

gies in Indian country and also to provide the informational tools in planning, economics and hydrology, that are vital to the success of any comprehensive water management effort. AIRI officials said that potential users may crowd the market for this valuable and limited resource and tribes need to protect their hard-won water entitlements. For more information or to register for the course, you may write to AIRI at 319 MacArthur Blvd., Oakland, California 94610.

Time management needed for good grades

importance of time management. Marcus Moseley and Darryl D. Scott tell us of a typical day of school for them. Moseley is working towards a Bachelor of Arts degree in Graphic Arts. He'll be transferring to Parsons School of Design in New York this fall to study graphic illustration and taking classes like color theory, photography, painting, design/illustration, art history and English. Moseley treats his school day like a working day, starting at eight a.m. and attending classes as usual. Because Moseley is an art major, he plans his classes around the light. The light is better in the morning for sketches, so Moseley schedules his drawing classes for the morning and in the afternoon he schedules his painting and color classes because the light is better in the afternoon. In the evening, after dinner, Moseley does academic work starting with the most difficult subjects and then sticks "with it until it's done." Darryl D. Scott also treats his school day like a work day, starting at 8 a.m. to attend classes in pharmacology, geriatrics, anatomy and physiology of aging and introduction to reproductive health. He is a transfer student from Yakima Community College and is currently attending Central Oregon Community College where he will earn his associates degree in health advocacy in August, 1986. Darryl tries to get the most use out of his time, studying in between classes and constantly reviewing his notes whenever he has spare time. Spare time for Scott is pretty rare. Scott is married with children and is working full-time. He says that the extra work causes stress but his wife helps him in relieving the stress by watching the children. He is careful not to get too stressed

and sets time aside for himself for prayer and/or for relaxation. Moseley and Scott have developed efficient time schedules which have helped them attain their high grade point averages. According to Walter and Siebert students should purchase a monthly calendar with spaces that can be filled in with important dates, obligations and other appointments. After preparing a monthly schedule, a weekly schedule should be filled with a schedule of your classes, study hours and other obligations. To prepare an effective schedule Walter and Siebert suggest the following:

1. Establish a well-defined and reasonable schedule, on that you can live with.
2. Budget time to prepare for each class and all examination.
3. Budget time to take care of all of your other personal responsibilities.
4. Study course notes as soon as possible after each class period, rather than waiting until the last few days before the exam.
5. Give difficult subjects preferred times with the fewest possible interruptions and disturbances.
6. Reserve time for leisure activities and make sure that you do not study during these periods.
7. Stick to your schedule and reward yourself for having achieved your study goals in the allotted time.

Another good habit to get into is to make copies of your schedules and post them where you will be able to see them at a glance. Scheduled aren't any good if you don't act on them.

Shoshone/Bannocks admitted to continuing fishing case

The Shoshone-Bannock tribe of southeastern Idaho was admitted recently as a party to the ongoing, 18-year old Columbia River fishing case, United States v. Oregon. Federal District Judge Edward Leavy, recently assigned to the case after the death of Judge Walter Craig who had presided for the past seven years, made the decision during a hearing in Portland. Judge Leavy told the Shoshone-Bannocks that he might put limitations on their party-intervenor status if the tribe tries to block a fish management plan that is close to being completed after nearly three years of negotiations. Participants in the plan's lengthy negotiation include the four Columbia River treaty tribes—the Yakima, Warm Springs, Umatilla and Nez Perce—Oregon, Washington, Idaho, two federal fish agencies, and the U.S. Department of Justice. (The actual parties in U.S. v Oregon are the above-mentioned tribes and states and United States.)

The judge also said the court would wait to define the nature and

CRITFC sets seasons

The commercial fishing seasons for the main stem Columbia River are not set by the tribal Fish and Wildlife committee. They can only recommend which option they would like to be adopted by the Compact (the states of Oregon and Washington.)

The options are developed by the Technical Advisory Committee (TAC) which is composed of biologists from the Compact states, the U.S. Fish and Wildlife Service, Idaho State and the four treaty tribes of the Columbia Inter-Tribal Fish Commission. CRITFC also has representation on the Technical Advisory Committee.

The TAC members develop fishing options by evaluating past runs, projecting preliminary sizes for the present, estimating cumulative unit per effort (CUPE) which is the number of fishermen expected to participate in the fishery, and run timing (early, late, average). This also includes projecting the number of fish to be harvested, number of escapement, etc. The fishery is designed to protect the low number of fish, the weaker stocks and to harvest the target species of fish. This is where options are designed through the "what if" game. This includes what if we restrict mesh size to protect one species of fish, what if we add or subtract days, what if we only fish so many days per week, etc.

All the options are evaluated and presented to the various fishing groups, in our case, to the Columbia River Inter-Tribal Fish Commission, and they in turn testify at the Compact, stating which option they want and the reasons for it. The Fish and Wildlife committee recommends but the Compact adopts the fishing regulations.

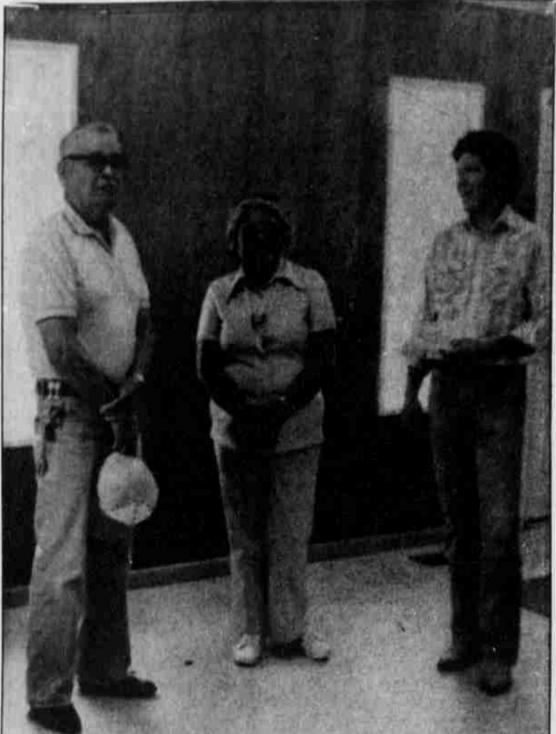
scope of the Shoshone-Bannock's fishing rights. The four Columbia River tribes and the southeastern Idaho tribe have different treaties with the federal government. The four tribes' treaties are the Steven and Palmer treaties of 1866; while the Shoshone-Bannock have the Fort Bridger Treaty of 1868.

In the same case, Judge Leavy denied a motion by Idaho to clarify that state's party-intervenor status in the litigation. (Idaho was made a party to the case in May, 1985.) Special Assistant U.S. Attorney George Dysart told the judge that Idaho was asking the court to "make Idaho a super party with veto over the actions or desires of the other parties."

According to Tim Wapato, Executive Director of CRITFC, "Idaho was objecting to not being given an opportunity to sign a proposed 1986 agreement on managing fall chinook and coho stocks—even though Idaho said it couldn't agree with the entire plan, which is what we sign."

Clive J. Strong, attorney for Idaho, argued that Idaho was simply asking the court to "more fully define what participation means."

The four Columbia River tribes, Oregon, Washington and the United States opposed Idaho's motion. Judge Leavy denied the motion without comment.



The Veterans of Foreign Wars and Auxillary presented checks totaling \$200 to Social Services supervisor Gayle Rodgers to be used by the senior citizens group which will be traveling to Expo '86 in Vancouver, B.C. The elders had been doing beadwork and selling it to raise funds. Earlier this summer unknown persons broke into the Senior Center and stole the beaded items. To help the elders, the VFW donated the funds.

YOUR CAMPFIRE

or warming fire

first HOW TO BUILD IT

6-FOOT CIRCLE CLEARED

6-FOOT CIRCLE CLEARED

ROCKS MAY BE USED. THEY MAKE A FLAT AREA AND CONDUCT HEAT.

Increase Size

1. IN YOUR FIRE LAY USE DRY TWIGS OR NEEDLES
2. INCREASE THE SIZE OF THE FUEL
3. ADD LARGE MATERIAL LAST AND LEAVE AIR SPACES.

Dry Twigs To Largest Pieces

then HOW TO PUT IT OUT

LET THE FIRE DIE DOWN - DON'T THROW ANOTHER LOG ON THE FIRE JUST BEFORE YOU INTEND TO GO HOME

WITH DIRT SEPARATE THE BURNING PIECES, BUT KEEP THEM WITHIN THE FIRE AREA. DO NOT BURY FIRE. MIX MINERAL SOIL WITH HOT COALS AND ASHES TO COOL AND SMOTHER FIRE.

OR WITH WATER. POUR WATER ON FIRE. WET GROUND AROUND THE FIRE.

POUR MORE WATER ON THE FIRE, STIRRING IN WELL WITH SHOVEL OR STICK.

8 Stir

MAKE SURE THE FUEL IS COOL AND THE FIRE "DROWNED" BEFORE YOU LEAVE.