

STATE OF MICHIGAN

STATE OFFICE OF ADMINISTRATIVE HEARINGS AND RULES

In the matter of: File Nos.: GW1810162 and  
MP 01 2007

The Petitions of the Keweenaw  
Bay Indian Community, Huron Part: 31, Groundwater  
Mountain Club, National Discharge  
Wildlife Federation, and 632, Nonferrous  
Yellow Dog Watershed Metallic  
Environmental Preserve, Inc., Mineral Mining  
on permits issued to Kennecott  
Eagle Minerals Company. Agency: Department of  
Environmental  
Quality

Case Type: Water Bureau  
and Office of  
Geological  
Survey

D R A F T T R A N S C R I P T

HEARING - VOLUME NO. XXIX (29)

BEFORE RICHARD A. PATTERSON, ADMINISTRATIVE LAW JUDGE

Constitution Hall, 525 West Allegan, Lansing, Michigan

Wednesday, June 18, 2008, 8:30 a.m.

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NOTE: Page numbers may change on final transcript.  
Full exhibit list for today will be included in the final  
transcript.

1                   Lansing, Michigan

2                   Wednesday, June 18, 2008 - 8:34 a.m.

3                   MR. PREDKO: Your Honor, while Dr. Kapustka is  
4 getting settled I did have one exhibit that I neglected to  
5 offer yesterday --

6                   JUDGE PATTERSON: Okay.

7                   MR. PREDKO: -- that I'd like to offer before we  
8 proceed with cross-examination.

9                   JUDGE PATTERSON: Okay.

10                  MR. PREDKO: I'd like to offer Intervenor 157  
11 which is Dr. Kapustka's issue paper on the ecological  
12 effects of metals submitted to the EPA that Dr. Kapustka  
13 referenced and relied on, and the figure on page 8 of his  
14 demonstrative slides is a figure from that issue paper.

15                  MR. DYKEMA: No objection.

16                  MR. REICHEL: No objection, your Honor.

17                  JUDGE PATTERSON: Thank you. No objection, it  
18 will be entered.

19                  (Intervenor's Exhibit 157 received)

20                  MR. PREDKO: I pass the witness again.

21                  MR. DYKEMA: Good morning, Dr. Kapustka.

22                  THE WITNESS: Good morning.

23                  MR. DYKEMA: My name is Peter Dykema. I represent  
24 the Huron Mountain Club, and I have just a few questions.

25                  THE WITNESS: Yes.

1 LAWRENCE A. KAPUSTKA, Ph.D.

2 having been called by the Intervenor and previously sworn:

3 CROSS-EXAMINATION

4 BY MR. DYKEMA:

5 Q To begin with, I'd like to make sure I understand some of  
6 the points you've made in your demonstratives. In the third  
7 bullet point on your slide number 2, you say that the  
8 projected concentrations are so low that they're not  
9 measurable.

10 A Yes.

11 Q And if I understood your testimony yesterday, your point is  
12 that the concentrations from the mine operation are sort of  
13 within the variability of the background level and for that  
14 reason can't be picked up.

15 A That is correct.

16 Q Could they be monitored by sampling plant or fungal tissues?

17 A The same issue would arise because the plant and fungal  
18 tissues would be responding to both the background and any  
19 addition that's there. So without a specific tracer such as  
20 a radioisotope, one would not be able to detect any  
21 transfer.

22 Q If the metal emissions in the particulates emitted by the  
23 mine operation were substantially greater than are projected  
24 in the MDEQ model, what would be the best way to monitor  
25 that fact?

1 A It would be possible to monitor the deposition with filters  
2 that one would trap with that before it gets in contact with  
3 the soil, basically a dust monitoring package. But once it  
4 falls on the soil, there would be too much variability there  
5 to ever detect that small increment added into the soil.

6 Q Again, assume with me for a moment that the particulate  
7 emissions from the mine operation are going to be  
8 considerably greater than the MDEQ model projects. Is that  
9 the only kind of monitoring that you would recommend?

10 A They would have to be sufficiently higher than the  
11 analytical detection limits that are available in any  
12 chemistry laboratory. And these numbers here are -- the  
13 projected additions over the life of the mine are really at  
14 or below the detection limits that one would be able to have  
15 confidence in any measurement. And therefore, when you look  
16 at that incremental increase over the natural variability of  
17 soil, one would not expect to be able to detect that.

18 Q Okay. But the detection you're talking about is detection  
19 in a soil assay?

20 A Correct.

21 Q If the emissions of nickel and copper were, for example, ten  
22 times greater than the MDEQ projects, would you recommend  
23 monitoring by means of dust collection only?

24 A If they were tenfold higher, one would be able to get some  
25 information from a soil sampling program, but there would

1 again be a lot of noise and it would be hard to sort that  
2 noise out. So, yes, the dust collector would be the most  
3 appropriate way to monitor that addition.

4 Q We're now looking, Dr. Kapustka, at your demonstrative slide  
5 number 5. And just to make sure I understood the train of  
6 your testimony yesterday, is it your opinion that at the  
7 emissions levels projected by the MDEQ model, we do pass the  
8 scoping threshold?

9 A We pass the screening threshold, and we are probably -- in  
10 that there is not a formal scoping number to be looking at  
11 for comparison purposes in these cases, I'm indicating here  
12 some concentration. For birds it might be just slightly  
13 above the line that I've shown for scoping, but for the  
14 other receptor groups, it would be very close if really not  
15 indistinguishable from that hypothetical line that I've  
16 drawn for the scoping level.

17 Q Okay. But at least for birds, and again based on the  
18 projections by MDEQ, it's your expert opinion that the  
19 emissions are sufficient to require some further -- some  
20 scrutiny?

21 A I would agree with that, yes.

22 Q Did you review the environmental impact assessment prepared  
23 by Kennecott in this case?

24 A As I mentioned yesterday, I looked at portions of it, and I  
25 looked at those portions that were relevant to the scope of

1 my charge which was to look at the terrestrial toxicity  
2 questions that were raised.

3 Q Fair enough. In the portions of the Environmental Impact  
4 Assessment that you reviewed, was there any discussion at  
5 all of the potential toxic effects of the particulate  
6 emissions from the mine?

7 A I believe those were only brought in after the fact because  
8 I think the MDEQ's analysis and initial application had  
9 already looked at the amount of emission that was expected  
10 and determined that those were safe values to proceed. So I  
11 don't recall a specific statement about toxicity in the  
12 initial application.

13 Q So in the portions of the Environmental Impact Assessment  
14 that you looked at, there was no discussion of the potential  
15 toxic impact of particulate emission?

16 A I don't recall any.

17 Q As I understand the EPA protocol that you described for us  
18 yesterday and upon which you base your opinions to a certain  
19 extent, the core -- the database for that protocol is a  
20 synthesis of all available literature on toxic impacts.

21 A Correct.

22 Q And did I understand you also to say that most of that  
23 literature establishes toxicity levels based on laboratory  
24 experiments?

25 A Correct.

1 Q Is there any difference -- let me start over again. Do  
2 organisms respond to toxic substances in nature any  
3 differently from the way they respond in a laboratory?

4 A They can. It depends on a number of other factors, but  
5 the -- and the studies that have been done that look at  
6 those comparisons are remarkably giving similar answers when  
7 certain adjustments for bioavailability and confounding  
8 stressors are taken into account.

9 Q Tell me what you mean by compounding (sic) stressors.

10 A Well, there can -- in a field situation, if one is to go out  
11 and look at, for example, a past emission onto a landscape,  
12 there will be multiple potentially toxic substances in that  
13 mixture. And so sorting out which one of those substances  
14 would be responsible for an effect that one is observing is  
15 a little bit more problematical than when one uses a  
16 controlled experiment and knows then precisely what has been  
17 introduced and what the organisms are exposed to.

18 Q So in this case would it be fair to say that the best  
19 analysis of potential toxic effects of the particulate  
20 emissions would take into account the combined effect of all  
21 the toxic metals that are contained in the particulates?

22 A That would be true if there were multiple toxic metals above  
23 the individual thresholds. We would not just add up all of  
24 the metals and assume that they have the same mode of action  
25 in the organism or trigger the same toxicological response.

1 Q Are there instances where exposure to multiple toxins, each  
2 of which is below; albeit slightly, a toxicity level, has  
3 deleterious effects on organisms?

4 A There are a few examples of additivity or the synergistic  
5 interactions of chemicals. But those have to be dealt with  
6 on a case-by-case basis. And in the situation we're looking  
7 at here, nickel and copper would not be ones that I would  
8 anticipate have any additive response mechanisms.

9 Q Did you assess your analysis the potential toxicity of any  
10 of the components of the particulate emissions other than  
11 copper and nickel?

12 A Not as rigorously as I did here, but I did look at the  
13 composition of the metals that are in the ore. And other  
14 substances were substantially lower in concentrations than  
15 the two primary ones that were examined.

16 Q But you didn't run any of other metals through the EPA  
17 protocol?

18 A I didn't because they are not going to make -- if I went  
19 through that activity, that exercise, they would still give  
20 me the same conclusions.

21 Q Okay. But again, based on the projections in the MDEQ  
22 model?

23 A Correct. Well, let me correct that. Based on the relative  
24 projections, if we assume the concentrations that are in the  
25 orebody and the foundation rock, because the dust that's

1 coming out is going to be proportional to those sources, one  
2 could make some proportional adjustment, if you will, to the  
3 projections. And those would all fall below a level of  
4 concern.

5 Q And the clarification you've just given us is necessary  
6 because MDEQ didn't model all of the metal components of the  
7 dust?

8 A They modeled the dust -- that's correct. Basically that's  
9 correct.

10 Q And so when you did a -- when you sort of eyeballed the  
11 beryllium content of the dust, you reached your conclusion  
12 based on the fact that beryllium is "X" percent of nickel,  
13 and that gave you a sense of how much beryllium would be  
14 deposited?

15 A Correct. Correct.

16 Q Is that right?

17 A That's correct; yes.

18 Q Going back to the concept of cumulative impacts, is it the  
19 case that organisms in nature can be more vulnerable to  
20 toxins such as nickel and copper if they are subject to  
21 other forms of environmental stress?

22 A That theory is in the literature. It does not often apply.  
23 It frankly is one that has as many detractors to that  
24 theory as there are proponents to it.

25 Q I take it you personally are a skeptic on that issue, or are

1           you?

2           A     I'm not just a skeptic. I look at the individual data which  
3           comes in. And if I'm presented with clear information that  
4           would say that there is a response that's triggered by a  
5           prior condition, then, of course, I would take that into  
6           account.

7           Q     Is the vulnerability of an organism to toxins such as copper  
8           and nickel variable according to the maturity of the  
9           organism?

10          A     It is to some extent. I don't have the precise percentages  
11          to say when it is most sensitive and, you know, how much  
12          more sensitive it is.

13          Q     Generally speaking, are juvenile organisms more vulnerable  
14          to toxins such as copper and nickel than mature organisms?

15          A     In a general sense, that's correct.

16          Q     Is it possible to generalize with respect to the literature  
17          foundation for the EPA protocol that you've relied upon as  
18          to whether that literature involved laboratory studies of  
19          juvenile or mature organisms?

20          A     The majority of the test would have been conducted on very  
21          young organisms. For example, the plant tests are largely  
22          derived from seedlings that have just germinated so they're  
23          in the earliest stages that they could be. The avian  
24          studies, the bird studies, are generally performed on young  
25          chicks, young ducklings, young of the species. Certain test

1 protocols might have different ages organisms. Some of the  
2 earthworm studies, as an example, will start -- if it's an  
3 acute study which means an exposure for a very short period  
4 of time, those studies, the protocols ask for using sexually  
5 mature earthworms; however, many of the studies that were  
6 relied on in setting the Eco-SSL involved the reproductive  
7 studies. And in those cases, the end points that are  
8 measured are the production of cocoons and the survival of  
9 the hatchlings of those cocoons. So the reproductive end  
10 points are, in fact, moving in that direction. I can  
11 summarize by saying the majority of the tests that qualify  
12 for making these very protective determinations for the  
13 Eco-SSL's are taking into account those -- not only the  
14 bioavailability that I mentioned yesterday but the sensitive  
15 stages of the life cycle.

16 Q You used the expression "acute study."

17 A Correct.

18 Q Do I understand that to mean a study that measures the  
19 susceptibility of an organism to toxins over a short period  
20 of time?

21 A That is correct.

22 Q Are most of the studies upon which the EPA protocol is  
23 based, are most of them acute studies?

24 A Most of them are chronic studies which means they were over  
25 a substantial length of time relative to the life history of

1           that species.

2           Q     Well, in studies of the impact of toxins on trees, are most  
3           of those studies chronic and they measure the susceptibility  
4           of the organism over the entire life span of the organism?

5           A     No. Most of the plant tests are done on herbaceous plants.  
6           The data that is available on trees are on relative short  
7           periods relative to the whole life span of the tree species.  
8           However, these are balanced against some observations in  
9           field work as well, and they're deemed to be fully  
10          protective of trees as well.

11          Q     Can you give us some sense of how many species of birds have  
12          documented toxicity studies in the EPA protocol?

13          A     The majority of data would come from, I'm guessing, five  
14          species, four species. There are a few studies, depending  
15          on the substance, where there would be an additional suite  
16          of species examined.

17          Q     So the species-specific studies of birds, it's your sense,  
18          are five or six species of birds?

19          A     The majority of data would come from that, yes.

20          Q     Which, if you know, are the best studied birds?

21          A     Well, there are a number of studies on bob white quail,  
22          mallard duck, poultry -- domestic poultry are used quite  
23          frequently, so there are a number of studies involving  
24          chickens and turkeys. There are a few with pheasant. There  
25          are a few studies that are done with the Japanese quail.

1 Many of these were -- the protocols were established because  
2 of the need to use a standardized test species in pesticide  
3 registration. It could be used worldwide. But there have  
4 been a number of other studies with birds such as the  
5 starling, and very specialized studies with house finches  
6 and the like.

7 Q Any other birds that you know of that have been studied in  
8 the literature that underlies the EPA protocol?

9 A Well, it would depend on the specific substance that's being  
10 examined. There are some -- different species have been  
11 used in looking at selenium, and these would include stilts  
12 and avocets. There are a few studies of other waterfowl  
13 species as well.

14 Q Again with reference to the body of scientific literature on  
15 which the EPA protocol is based, how many bird species have  
16 been studied for their vulnerability to nickel or copper?

17 A I don't have that number readily available. It's something  
18 that could be easily pulled out of the database if it were  
19 hooked up to the computer and do a search. I just don't  
20 know the number.

21 Q Would it be fair to assume, though, based on your answers to  
22 my prior questions that it's probably less than a dozen?

23 A Yes.

24 Q So there are in the Upper Peninsula of Michigan literally  
25 hundreds of bird species that are not the subject of

1 toxicity studies regarding nickel and copper in the  
2 literature that underlies the EPA protocol?

3 A It would be many hundreds. There may be -- I don't know the  
4 exactly number of what's out here, but --

5 Q A couple hundred.

6 A I think, yeah, 200 would probably be the maximum of the  
7 birds that are in the area.

8 Q How many species of pine tree have been the subject of  
9 nickel or copper toxicity studies in the literature  
10 compendium that underlies the EPA protocol?

11 A I don't -- I haven't looked at it for that purpose. There  
12 may be some.

13 Q But you're not sure that there are any?

14 A I'm not certain that there are any.

15 Q The same question for reptiles and amphibians, how many  
16 studies of the susceptibility of reptiles and amphibians to  
17 nickel and copper are in the literature compendium that  
18 underlies the EPA protocol?

19 A I would hazard a guess there would be very few if there are  
20 any.

21 Q Same question for mammals.

22 A Mammals would be in that range of five to ten species as  
23 well that are commonly used.

24 Q What are the common lab animals for testing the  
25 susceptibility of mammals to copper and nickel?

1 A Well, there are a number of rodent studies, mice, including  
2 the deer mice -- that are a species of deer mice. There are  
3 voles. There are occasionally some larger rodents and some  
4 rabbits and that sort of thing. A lot of good data comes  
5 from species of domesticated animals that are derived from  
6 veterinary work that's been done over the years.

7 Q Dogs and cats?

8 A Dogs, cats, sheep, horses, cattle.

9 Q So is it fair to say that there are in the Upper Peninsula  
10 of Michigan dozens of species of mammals that are not the  
11 subject of nickel or copper toxicity studies in the  
12 literature compendium that underlies the EPA protocol?

13 A That is correct.

14 Q Same question on invertebrates. Can you give us some sense  
15 of how many studies are in the EPA literature compendium  
16 that have tested the susceptibility of invertebrates to the  
17 toxicity of nickel and copper -- or copper?

18 A I would say that the predominant database is derived from  
19 six or seven different groups of invertebrates that live in  
20 soils.

21 Q Would you agree with me that there are probably thousands of  
22 species of invertebrates in the Upper Peninsula of Michigan?

23 A Yes.

24 Q Would it surprise you to -- if I were suggest to you that on  
25 the property of the Huron Mountain Club some 6,000 species

1 of beetles have been identified?

2 A There are many, many species of insects everywhere, so I  
3 would want to see the list, but it wouldn't be a big shock  
4 if that's correct.

5 Q Are you familiar with Dr. Haldane's line about beetles?

6 A No, I am not.

7 Q When asked whether his lifetime of biological research had  
8 given him any particular insight into the mind of God, my  
9 understanding is his response was that, "Yes. God has an  
10 inordinate fondness for beetles."

11 MR. DYKEMA: I apologize, your Honor. I realize  
12 that was not a question.

13 Q Am I right that the vulnerability of invertebrates to metal  
14 toxins such as copper and nickel varies enormously?

15 A There are some very resistant species. That is correct.  
16 Most of the tests are designed to look at the most sensitive  
17 species that are available.

18 Q But one can only know the sensitivity of a species by  
19 testing it.

20 A That's not entirely true. One can extrapolate from known  
21 information about the responses of different companion or  
22 related species.

23 Q So if you have data on the susceptibility of a member of a  
24 particular invertebrate family, you can posit a reasonably  
25 sound hypothesis that other members of that family will

1 exhibit similar susceptibility.

2 A It may not even be with family. It may be with behavioral  
3 traits, life history traits, the mechanisms of exposure that  
4 the organisms exhibit.

5 Q When referring yesterday to the background levels of toxins  
6 such as copper and nickel, I think I heard you say that the  
7 background is what God put there. Is the background level  
8 the natural level?

9 A Yes.

10 Q And do I understand the EPA protocol to require that further  
11 inquiry for further testing is called for if a particular  
12 contributor of toxins is going to elevate the total level of  
13 environmental toxins above the background level?

14 A No, that's not correct.

15 Q Is it that's one of the requirements is that it be elevated  
16 above background?

17 A Yes.

18 Q We're looking now, Dr. Kapustka, at your demonstrative slide  
19 16 in which you have helped us to understand fate and  
20 transport mechanisms. In the box that represents soil, you  
21 have an arrow indicating that some amount of atmospherically  
22 deposited metals will be taken out of the system by  
23 percolation or leaching?

24 A Correct.

25 Q And will the materials that percolate or leach wind up in

1 the groundwater?

2 A They may if they are in contact with groundwater.

3 Q Does "percolation" mean carried off by water?

4 A Yes. If you think of the old coffeepot percolators where  
5 the water flows through the matrix of the grounds, the water  
6 flowing through soil, if the channels are large enough, for  
7 example, an abandoned burrow or a root that has decomposed  
8 and now there's a cavity, when the water flows through  
9 there, that would be percolation.

10 Q The EPA protocol that you explained for us yesterday  
11 establishes thresholds, as I understand it, for birds,  
12 mammals, plants and invertebrates.

13 A Correct.

14 Q It does not establish thresholds for fungi?

15 A It does not.

16 Q And if I understood your testimony yesterday, your view is  
17 that if the atmospheric deposition of nickel and copper  
18 caused by this mine were substantially greater than the MDEQ  
19 has projected, you personally would have some concern on  
20 potential impacts on mycorrhizal fungi.

21 A I don't believe I would phrase it as a concern. I would be  
22 interested in looking at that to see if it is a concern.

23 Q That if the atmospheric deposition of nickel and copper were  
24 substantially greater than the MDEQ model projects, that, in  
25 your view, would warrant further investigation?

1 A It could.

2 Q You testified yesterday that mycorrhizal fungi have  
3 performed different functions with respect to metals among  
4 different classes of plants. Did I understand that  
5 correctly?

6 A That is correct.

7 Q And if I understand what you were saying, it is that in some  
8 cases mycorrhizal fungi are facilitators of metal uptake by  
9 their host plants.

10 A Correct.

11 Q But in some cases they are inhibitors and that the fungi  
12 actually accumulate metals and prevent the uptake by their  
13 host plants.

14 A That is correct.

15 Q And I think you said that one can generalize for some whole  
16 classes or categories of plants that their fungi tend to be  
17 either facilitators or inhibitors.

18 A Correct.

19 Q But in some classes of plants, it's a mix.

20 A That is correct.

21 Q Now, in most cases where the mycorrhizal fungi are  
22 inhibitors and hoard the toxic metals that they're exposed  
23 to, does that raise a concern for the well-being of the  
24 fungi itself?

25 A It does not appear to be the case because they have evolved

1 to be extremely tolerant of the metals and found -- these  
2 types of mycorrhizal fungi are found in highly mineralized  
3 areas. That's where this phenomenon has been initially  
4 discovered.

5 Q Is that true of all mycorrhizal fungi?

6 A No, it is not.

7 Q So your point is that in some cases it has been demonstrated  
8 that mycorrhizal fungi are highly tolerant of toxic metals?

9 A Correct.

10 Q But that has not been demonstrated as a generalization for  
11 all mycorrhizal fungi?

12 A That's correct.

13 Q So would you agree with me that it is not unlikely there are  
14 species or classes of mycorrhizal fungi that are not highly  
15 intolerant to toxic metals?

16 A I would.

17 Q Am I right that there are many species of plant that have a  
18 symbiotic relationship with their mycorrhizal fungi?

19 A Yes.

20 Q And am I right that there are many species of plant that  
21 will suffer or die if their mycorrhizal fungi die?

22 A There are a very few species that have a one-to-one  
23 relationship between the mycorrhizal and the host. The  
24 majority of plants, particularly the grasses and herbaceous  
25 plants, but also to some extent, the deciduous trees and the

1 coniferous trees, they will tend to have multiple  
2 mycorrhizal species colonizing their roots at the same time,  
3 and the fungi indeed are observed to be in somewhat of a  
4 competitive interaction to where -- it depends on which  
5 fungus is closest to the root at the time that root is  
6 growing in that area. That will determine which of those  
7 fungi will become the symbiont. So it is not a -- there is  
8 not an absolute requirement of one-to-one relationship with  
9 very few exceptions.

10 Q If I understand what you just said, the vulnerability of  
11 plant species -- let me start over again. The extent to  
12 which plant species will suffer or die from the loss of the  
13 mycorrhizal fungi varies quite a lot?

14 A It does.

15 Q Are you aware of any studies that have attempted to assess  
16 the impact of heavy metal contamination in an old growth  
17 hemlock hardwood forest?

18 A I don't recall any at this point.

19 Q The EPA protocol that you've explained for us yesterday does  
20 not provide a basis for assessing potential impacts to  
21 fungi; correct?

22 A Correct.

23 Q You testified yesterday about some of the materials you  
24 reviewed in preparing your opinions and in preparing to  
25 testify. Did you review the testimony of Dr. Kerry Woods?

1 A Is he from CRA?

2 Q No.

3 A "No"?

4 Q He's with the Huron Mountain Wildlife Foundation?

5 A I may have. I don't recall the -- I haven't linked up the  
6 names to everything yet.

7 Q Do you recall any testimony regarding the number of rare and  
8 unusual species of fungi that have been identified in the  
9 Huron Mountains?

10 A Okay. I glanced through that, yes. I don't have the  
11 number.

12 Q Are liverworts and bryophytes fungi?

13 A No, they're not.

14 Q Are there any studies in the EPA literature compendium that  
15 underlies the EPA protocol that assess the vulnerability of  
16 bryophytes and liverworts to heavy metal contamination?

17 A No, not directly.

18 Q We're now looking at slide 19 in your demonstrative, Dr.  
19 Kapustka. And I got confused when you were answering  
20 questions about what the background concentrations are in  
21 Michigan. Can you clarify that?

22 A The background for copper is -- I believe it was 15.5. It  
23 shows up on another demonstrative slide that I used.

24 Q Okay. Let's go to the next slide, number 20. Does this  
25 help you?

1 A Yes. 15.5, and for nickel, it was 19.4.

2 Q Okay. And do you know where in Michigan those background  
3 concentrations were measured?

4 A In the reports of the Michigan DEQ, that was described as  
5 the area in the Upper Peninsula near the -- that was  
6 relevant to the project area. I don't have the specific  
7 location.

8 Q Okay. But your understanding is that's local?

9 A Yes.

10 Q And were these measurements taken by the state government in  
11 the context of this proceeding, or was this in the available  
12 literature?

13 A I believe it was in the literature.

14 Q And your understanding of the literature is that it's local  
15 to some extent?

16 A Yes.

17 Q Do you have any sense of how variable the background levels  
18 are in the Upper Peninsula of Michigan?

19 A I don't have firm sense of that, no. I would hazard to say  
20 that it's not as -- on the lowest end of the range, and it's  
21 not on the highest end of the range of North America.

22 Q Well, would it be safe to assume that over the course of  
23 your distinguished career, you've seen a fair amount of  
24 literature on background levels of toxic metals and soils?

25 A Yes.

1 Q Just help me to understand, if 15.5 is an average  
2 measurement of background levels of copper in the soils in  
3 the Upper Peninsula of Michigan, what kind of variability  
4 would you expect to find if there were extensive data  
5 available?

6 A Extensive data, I think the range could possibly reasonably  
7 be expected to be from 10 to 20 milligrams per kilogram of  
8 copper.

9 Q And would you expect the variability for nickel would be on  
10 the same order of magnitude?

11 A Possibly, yes.

12 Q Well, you say "possibly." Anything's possible. What kind  
13 of variability would you expect for --

14 A I would expect similar variability.

15 Q Okay. When you were testifying about slide 20 yesterday, I  
16 think I heard you mention a study by someone named Sweet?

17 A Yes.

18 Q What's that?

19 A That is the study that was of the regional deposition in the  
20 Great Lakes area. It was a summary of wetfall and dryfall  
21 concentrations that were measured over, I believe, a one- or  
22 two-year period. And it was reported as a -- both the air  
23 concentration and then as a deposition rate. It's in the  
24 Journal of Water, Air and Soil Pollution, I believe. I can  
25 get that reference if need be.

1 Q Oh, I think that will be enough. And that nickel and  
2 copper, I think you testified, generally gets into the  
3 atmosphere from industrial activities.

4 A Industrial activities is one contributor, but just the  
5 natural retrainment of dust from areas that can be quite  
6 some distance away contribute to that.

7 Q Am I right that a substantial amount of the mercury in the  
8 United States comes from China?

9 A That seems to be the evidence, yes.

10 Q Did you have occasion in preparing your opinions in this  
11 case to examine the background levels of mercury in the  
12 area?

13 A I saw the information that was available. Mercury is more  
14 of an issue for the aquatic system, and so in looking at  
15 what was in the dust or potentially in the dust and what  
16 would be contributed by the Eagle Mine, there wasn't any  
17 indication of mercury being an issue for the terrestrial  
18 system.

19 Q Returning briefly to mycorrhizal fungi -- and forgive me if  
20 I've asked you this question before, but if the deposition  
21 rate from this mine were ten times what MDEQ projects, would  
22 that, in your view, warrant further investigation as to  
23 potential harmful impacts of the mine with respect to  
24 mycorrhizal fungi?

25 A If mycorrhizal fungi were determined to be a significant

1 factor, there might be a need to investigate further.  
2 That's correct.

3 Q I'd like to ask you a couple questions about the materials  
4 you reviewed in preparing your opinions and your testimony  
5 here.

6 A Okay.

7 Q I believe you said yesterday that you reviewed the testimony  
8 of Dr. Ejniak?

9 A Yes, I did.

10 Q And Dr. Flaspohler?

11 A Yes.

12 Q And I don't know if he's a doctor or not, but a gentleman  
13 named Depa?

14 A Yes.

15 Q Did you review any other testimony? Well, let me be clear.  
16 I think you mentioned today that you may have quickly looked  
17 over Kerry Woods' testimony?

18 A Yes.

19 Q Did you review any other testimony in preparing your  
20 testimony today?

21 A Was it Steve Kish?

22 Q Kish. Okay.

23 A Yes.

24 Q Anyone else?

25 A I believe those are the ones that I focused on.

1 Q Did you review the testimony of a gentleman named Sube Vel?

2 A Not that I recall.

3 Q Did you review a deposition modeling report prepared by

4 Conestoga-Rovers Associates?

5 A I looked at it. I didn't review the entire report in

6 detail.

7 Q Okay. But in preparing and formulating your opinions in

8 this case, you relied upon the deposition modeling done by

9 Mr. Kish for the DEQ?

10 A That is correct.

11 Q In reviewing Mr. Kish's testimony, did you take note of the

12 fact that Mr. Kish acknowledged that the DEQ model only

13 tried to measure particulate emissions from 2 of 30 sources

14 at the mine site?

15 A Yes, I did note that.

16 Q And did you take note of the fact that Mr. Kish acknowledged

17 that as a result, his model only captured 70 percent of the

18 metal emissions?

19 A I don't know if that's how it was characterized. The

20 percentage doesn't necessarily walk all the way across the

21 different sources. When asked to take into account -- if

22 you look at massive particulates, that may be correct, but

23 because there are different compositional characteristics of

24 the different sources, one can't just assume that that

25 translates as a 70 percent capture of all of the metals.

1 Q Now, looking at the Bureau of Land Management protocol in  
2 the bottom half of your slide 23, I was a little confused  
3 yesterday. My understanding was that the way BLM does it is  
4 they determine the lowest documented toxicity level --  
5 A Correct.  
6 Q -- and then divide that by 2, 4, 6 or 8 by way of  
7 extrapolation.  
8 A Correct.  
9 Q So looking at birds, for example, the bottom of their range  
10 is 7 milligrams per kilogram. That number, 7, is the result  
11 of some kind of division?  
12 A Yes, it is.  
13 Q Okay. How was that -- how was that derived, if you can  
14 explain it?  
15 A The source data that was used in that bird test I believe  
16 was some poultry. I don't recall offhand which species it  
17 was. So to extrapolate from the test animal to robin, they  
18 used -- they divided the test results to get this number  
19 which is now extrapolating below the test data.  
20 Q What was the division? Was it 2, 4, 6 or 8?  
21 A I would have to look at that. I don't know offhand.  
22 Q How do they decide which divisor to use?  
23 A The taxonomic distance from the species of interest to the  
24 test organism that they relied upon.  
25 Q And if the taxonomic distance is greater, is the divisor

1 larger?

2 A Yes.

3 Q So if one is going from a chicken to an eagle, one uses a  
4 big number?

5 A Yes.

6 Q Whereas, if one is going from a chicken to a spruce grouse,  
7 you use a smaller number?

8 A Correct.

9 Q Are you aware of any studies that have measured the toxicity  
10 of the spruce grouse to copper or nickel?

11 A No, I not.

12 Q Are there any studies that measure the vulnerability to  
13 copper or nickel of North American birds of prey?

14 A I don't know of any offhand.

15 Q So you don't know if there are any such studies in the  
16 compendium that underlies the EPA protocol?

17 A There may be. I just haven't looked at it to search that  
18 answer.

19 Q Approximately how many studies are encompassed in the  
20 compendium that underlies the EPA protocol?

21 A It will depend on the different taxonomic groups. And if  
22 we're focused on the birds here, I think it's in the  
23 hundreds of studies that were used.

24 Q And for plants?

25 A The numbers that qualified for plants, I'm trying to

1 remember. The numbers that were looked at were large, but  
2 the way the data were qualified to get the most appropriate  
3 and the most sensitive end points based on bioavailability,  
4 I think the plants studies for copper were probably a couple  
5 of dozen.

6 Q In reviewing the testimony of Steve Kish, did you take note  
7 of his testifying that the MDEQ model assumes that Kennecott  
8 will install a filter on the main vent stack that will  
9 effectively eliminate 85 percent of the particulate  
10 emissions from that stack?

11 A Yes, I did.

12 Q Do you know anything about how that filter will operate?

13 A That's a bit out of my expertise. I don't know the details  
14 of that.

15 Q So I gather you're not in a position to offer an opinion as  
16 to whether effective filtration of the main vent stack is  
17 technology feasible?

18 A I have no reason to not believe that it's technology  
19 feasible. And I think the other key part is I understand  
20 that's been incorporated into the permit -- into the air  
21 permit.

22 Q But you haven't seen anything suggesting what kind of a  
23 filter they're going to use?

24 A I have not looked at that in detail.

25 Q I think you testified that you briefly looked at the CRA

1 deposition analysis?

2 A Correct.

3 Q But you did not review Mr. Vel's testimony?

4 A I did not.

5 Q Please accept my representation that the CRA analysis  
6 indicates that if the main vent stack is not controlled, the  
7 total particulate emissions from the operation of the mine  
8 will be 64 times as great as the MDEQ projects. If that is  
9 true, if the particulate deposition caused by the mine is 64  
10 times greater than the MDEQ projects, would it be safe to  
11 assume you would not offer the same opinions you've offered  
12 today -- yesterday?

13 MR. PREDKO: Let me just place an objection, your  
14 Honor, to relevance. There is an 85 percent filter that's  
15 required by the permit. And so this line of questioning is  
16 just not relevant.

17 MR. DYKEMA: Your Honor has ruled on this  
18 relevance objection before. The fact is, the permit  
19 application that Kennecott filed designated that the stack  
20 would be totally uncontrolled. We have no information  
21 whatsoever as to how it's going to be filtered or whether  
22 the filtration will be effective or whether such a filter is  
23 even technology possible. So this is certainly relevant  
24 because the application that Kennecott filed designated an  
25 uncontrolled stack.

1 JUDGE PATTERSON: I'll allow him to answer.

2 Q Let me put the question to you again because I think --

3 A Please.

4 Q -- as I asked it before, I tied myself up in verbal knots.  
5 Is it safe to assume that you would change your opinions in  
6 this case if you were convinced that the particulate  
7 emissions from this facility of copper and nickel were 64  
8 times greater than the MDEQ model projects?

9 A Not necessarily because I would need to look at how that  
10 would influence the deposition across the landscape.

11 Q If you were convinced that the maximum deposition in a  
12 particular location of nickel and copper were 64 times  
13 greater than the deposition that you show on slide 23, would  
14 you change your opinions?

15 MR. PREDKO: I'll just place an objection.  
16 There's absolutely no foundation for the concentration  
17 deposition being 64 times greater, your Honor. There's  
18 nothing in the record as to that.

19 MR. DYKEMA: On the contrary, that is exactly what  
20 Mr. Vel testified to.

21 JUDGE PATTERSON: The record will speak for  
22 itself. I frankly don't recall. It can certainly be  
23 answered in a hypothetical sense.

24 A Well, if I'm answering hypothetically, I would still need to  
25 look at the relationship and recall that what I was looking

1 at here is the screening level portion of a risk assessment.  
2 If that case did occur the way you described it, what that  
3 would mean is that one would then begin to look at the next  
4 phases of risk assessment, so one would go beyond the  
5 screening level and begin to look at a more detailed  
6 analysis of what is going on there, and that would bring  
7 into play quite a number of different considerations. One  
8 would look at the form of that material, the bioavailability  
9 of that material, how it is mixed into the soil. And there  
10 are a number of other parameters that would be looked at.  
11 So the final opinion might be rephrased a little bit, but  
12 the ultimate conclusion might be very similar.

13 Q It might be. But if the maximum deposition rates were 64  
14 times greater than the MDEQ model projects, if I understand  
15 you correctly, you're saying you would not be in a position  
16 today to offer the same opinions you offered yesterday.  
17 Instead you want need to do further analysis.

18 A I would have needed to do a little bit further analysis, but  
19 again that would simply be to refine a few areas and we're  
20 talking about spatial relationships here that are not  
21 captured fully by the hypothetical that you presented.

22 Q Okay. And would the same be true if the maximum deposition  
23 rates were ten times greater than the MDEQ projects?

24 A At ten times greater, there would be some interest in  
25 looking at the -- really just looking at the bird

1 relationship and very possibly in a very small area look at  
2 the plants. But what I need to come back and reemphasize is  
3 that these values that are projected here are of the maximum  
4 deposition area, that there are substantial -- this is a  
5 fairly small zone of influence, and one would need to look  
6 at the spatial relationship of that zone to the remainder of  
7 the area of interest. And so I would think that even under  
8 those situations, the further analysis would only have minor  
9 modification on the strength of the opinions that I offered  
10 yesterday.

11 Q But you're not in a position now to say how much those  
12 opinions would be modified because you would need to do that  
13 further investigation.

14 A Some of it may be very cursory because I would need to know  
15 where it is and, from what I have observed, that elevated  
16 concentration that would trigger any further examination is  
17 largely, if not entirely, within the facility footprint.

18 Q Is that also true if the maximum deposition is 64 times the  
19 MDEQ projection?

20 A The majority of that -- my expectation, having looked at the  
21 model outputs, the diagrams, is that would still be largely  
22 within the industrial footprint.

23 Q And by the model output and diagrams, you're referring to  
24 the MDEQ model?

25 A Both. Both the MDEQ and the CRA isopleths that I've seen.

1 Q What's your understanding of the pH of the soils in the  
2 area?

3 A Slightly acidic in some cases, circumneutral in other areas.

4 Q Forgive me if I've asked you this before, but did you study  
5 the potential impact of particulate emissions from the mine,  
6 particularly sulfur compounds and their effect on  
7 acidification?

8 A In studying, if you mean did I review some of the  
9 information that was presented by the DEQ, yes, I look at  
10 those numbers and examine how they relate to potential  
11 impacts. Yes, I did.

12 Q Is it your understanding that the soils in the Yellow Dog  
13 Plains are very sandy?

14 A There are some sandy areas.

15 Q Are most of the soils in the Yellow Dog Plains sandy, or do  
16 you know?

17 A I don't know the percentages, no.

18 Q In the literature compendium that underlies the EPA protocol  
19 with respect to invertebrates, does that literature include  
20 studies of the vulnerability of mollusks to copper or  
21 nickel?

22 A I don't recall any studies that would be on those, no.

23 Q Do you have an understanding as to whether land snails are  
24 particularly vulnerable or invulnerable to heavy metal  
25 toxins?

1 A I don't know that they're particularly vulnerable.

2 Q Again, Doctor, we're looking at slide 16 with which you've

3 educated us on fate and transport mechanisms. Can you

4 generally describe for us how this system will be altered in

5 the immediate area of the mine if all the trees are removed?

6 A Right in the industrial footprint you're talking about?

7 Q Yes.

8 A If all the trees are removed, it would -- there will

9 probably be -- some of the understory species would become

10 more dominant. There would be some grasses or there would

11 be some shrubbery that could grow there. It depends on the

12 amount of disturbance that's going on.

13 Q Well, assume with me for a moment that generally surface

14 foliage is removed in the industrial compound itself.

15 A And we're talking about during operations?

16 Q Yes, sir.

17 A Okay.

18 Q What effect will that have on the fate and transport of

19 metal-bearing particulates that fall in that area?

20 A Well, then they would be subject to -- if all of the

21 vegetation is removed, and that would tend to minimize the

22 numbers of soil invertebrate that would be active there as

23 well, the possibility for some dust and some surface runoff

24 might occur. But that gets into what the operational

25 practices of the mine would be as to whether there's any

1 dust allowed or that sort of thing.

2 Q But you will likely have more heavy metal particulates in  
3 the surface runoff as a result of the defoliation of the  
4 area?

5 A I would presume that would occur, yes.

6 Q And more percolation and leaching?

7 A Not necessarily.

8 MR. DYKEMA: Doctor, I expect others will have  
9 more questions for you. I'm finished, and I thank you for  
10 your patience and cooperation.

11 THE WITNESS: Okay.

12 MS. HALLEY: No questions.

13 MR. REICHEL: I have no questions at this time.

14 REDIRECT EXAMINATION

15 BY MR. PREDKO:

16 Q Doctor, Mr. Dykema was asking you questions about the  
17 diagram on slide 5 here. And I believe you said in response  
18 to one of those questions that for a scoping exercise done  
19 with the values here, that for one species you would require  
20 or want more scrutiny?

21 A Yes.

22 Q And, in fact, more scrutiny in this case was applied because  
23 you moved up to the Eco-SSL screening exercise?

24 A Correct.

25 Q And it was under that exercise, more scrutiny, that you

1           determined that the levels in this case were, as we put it  
2           earlier, in the green, no adverse consequences?

3           A     Correct.

4           Q     And, therefore, no additional scrutiny is necessary?

5           A     Correct.

6           Q     Mr. Dykema was asking you whether the studies that underlie  
7           the EPA eco soil screening approach, whether there were  
8           laboratory studies that covered all species, and your answer  
9           was "no," they don't cover -- the laboratory species  
10          themselves don't cover every, single individual species.

11          A     That is correct.

12          Q     Can you tell us why, though, the Eco-SSL's are deemed  
13          protective of all species?

14          A     There are two components to that. First of all, the  
15          procedures that were incorporated in the standard operating  
16          procedures, the scrutiny was to get studies that maximized  
17          bioavailability and had ecologically relevant end points of  
18          growth and survival and reproduction incorporated in them.  
19          Another aspect that is more, I guess, gleaned by having been  
20          in the profession for a couple of decades is the published  
21          literature favors publication of reports that report  
22          sensitivity of organisms. So whether they're university  
23          faculty or whether they're government research laboratories,  
24          and to some extent even industry laboratories, the focus is  
25          on getting species that respond. There have been a lot of

1 studies done on the species that are -- that don't show a  
2 response to chemicals and those are very difficult to get  
3 published. So the bias, if you will, that exists in the  
4 literature is to move toward the most sensitive species, and  
5 that's what is reported. The environmental -- modern  
6 environmental movement is now about 30-some years old, maybe  
7 approaching 40 years, and there has been a lot of effort  
8 going in to try to find test organisms that can be relied  
9 upon to give us information. And so the regulations that  
10 are in place for protection of water and soil, and wetlands  
11 as well, have been largely dependent on the data from these  
12 kinds of studies. And so if there are gaps in the  
13 literature it's more likely that those gaps are on the high  
14 end, the more tolerant species.

15 Q In your opinion, Doctor, is there any other generally  
16 accepted method in your field of risk assessment other than  
17 the eco-SSL's that is appropriate for use in assessing risk  
18 in a case like this?

19 A I don't believe there are.

20 Q Mr. Dykema had asked you whether you had reviewed the  
21 testimony of Dr. Woods, research director at the Huron  
22 Mountain Club. And do you understand that -- where  
23 generally the Huron Mountain Club is located with respect to  
24 the mine site?

25 A It's quite a bit to the north and a little bit west, if I

1 understand correctly.

2 Q And I was using my pointer to point to the demonstrative map  
3 we have here. Generally the lands are up in this  
4 (indicating) area?

5 A Okay.

6 Q Now, you've reviewed the MDEQ deposition analysis; right?

7 A Yes.

8 Q And can you show me with your pointer on that -- on the same  
9 map here where the maximum concentration levels will be  
10 deposited according to the MDEQ analysis?

11 A If my eyes are good enough for that distance, I would say  
12 that the maximum deposition area is approximately around the  
13 location where I believe it's -- the word "river" might be  
14 on the map there. It's very near that.

15 Q And for the record, you're pointing to a location that is  
16 just outside the red outline which represents Kennecott  
17 owned and leased land?

18 A Correct.

19 Q And you've also reviewed petitioner's deposition analysis,  
20 what's been referred to as the CRA report; correct?

21 A Yes.

22 Q And you reviewed the isopleth deposition chart that they  
23 prepared showing petitioner's version of deposition?

24 A Yes, I did.

25 Q Okay. Now, with respect to either the MDEQ deposition

1 analysis or petitioner's CRA deposition analysis, either  
2 one, in your opinion what affect will particulates from the  
3 mine have on the area of the Huron Mountain Club up to the  
4 north?

5 A There is no expectation to have any affect that far away.  
6 The CRA isopleths in one way differed from DEQ because DEQ  
7 focused on a couple of areas of maximum deposition; whereas,  
8 the CRA gave a more complete family of contours. The center  
9 from the CRA isopleths was right within the footprint, and  
10 very rapidly declined as one moved from the center outward  
11 to where there were really trivial concentrations beyond a  
12 couple of kilometers away from the source.

13 Q And so what opinion do you have about whether any species of  
14 animals or plants or invertebrates that reside on the lands  
15 of the Huron Mountain Club -- what opinion do you have with  
16 respect to whether they will be protected?

17 A They will be fully protected.

18 MR. PREDKO: Thank you, Doctor.

19 MR. REICHEL: I have nothing further.

20 MR. DYKEMA: Just a few, your Honor.

21 RE-CROSS-EXAMINATION

22 BY MR. DYKEMA:

23 Q When you're referring to the isopleths prepared by CRA, do  
24 you recall if the deposition model maps you were looking at  
25 were based on the assumption that the main vent stack would

1           be effectively filtered?

2       A     I don't know if it was. I think it was, but I'm not  
3           certain.

4       Q     The opinions that you've offered and that you've expressed  
5           in response to Mr. Predko's questions right now, those are  
6           limited to terrestrial impacts; correct?

7       A     That's correct.

8       Q     You noted that it's harder to publish a paper that shows a  
9           lack of toxic vulnerability than it is to publish a paper  
10          that finds toxic vulnerability?

11      A     Yes; that's correct.

12      Q     Okay. Now, you don't mean to suggest by that that the  
13          hundreds of species of birds that have not been studied or  
14          whose vulnerability is not in the EPA database -- you don't  
15          mean to suggest that all of those species have, in fact,  
16          been studied and have been found to be relatively tolerant  
17          to nickel and copper?

18      A     Not at all.

19      Q     Okay. Or the thousands of species of insects have not been  
20          studied?

21      A     No; I wasn't implying that at all.

22      Q     Or all the species of mammals that have not been studied?

23      A     Same answer.

24      Q     I think you said, just to take one example, you're not aware  
25          of a study of the vulnerability of the spruce grouse to

1 copper and nickel?

2 A Correct.

3 Q So wouldn't it be fair to say, "We just don't know how  
4 vulnerable that bird is to copper and nickel"?

5 A Well, at one level you're correct; on another level we can  
6 bring other information to bear. And if they were markedly  
7 vulnerable they would not occur wherever there's soil  
8 concentrations of copper that are anywhere elevated, and  
9 that's just not the case. We find these organisms living on  
10 soils that have substantially similar amounts of copper that  
11 are here in Michigan and higher in some other places. So  
12 there's no field evidence that would point one to a  
13 hypersensitivity of these species that you're referring to.

14 MR. DYKEMA: Once again, Doctor, thank you.

15 THE WITNESS: You're welcome.

16 MS. HALLEY: Your Honor, I do have just a couple  
17 of questions, if I might.

18 JUDGE PATTERSON: Okay.

19 MS. HALLEY: Hi.

20 THE WITNESS: Hi.

21 MS. HALLEY: I'm Michelle Halley representing the  
22 National Wildlife Federation and the Yellow Dog Watershed  
23 Preserve; just a couple of questions.

24 CROSS-EXAMINATION

25 BY MS. HALLEY:

1 Q In looking at your experience it looks like you've been  
2 involved in many ecological risk assessment processes; is  
3 that correct?

4 A Yes, I have.

5 Q About how many?

6 A I have been the lead on probably 20 and I've been part of  
7 either producing or reviewing a hundred more.

8 Q Okay. What does that typically entail? What does the  
9 process typically look like?

10 A It depends on -- there's a wide range of experiences. There  
11 are a very few situations where one has the opportunity to  
12 get into the project right at the beginning, structure all  
13 of the investigations that would be undertaken and gather  
14 the data and then report that out. More typically risk  
15 assessments are done quite some distance in or sometimes  
16 almost at the end of a particular project, and in those  
17 cases it's usually because someone has identified a  
18 potential concern, and then one looks at the data. And so  
19 it covers the entire spectrum from a very detailed focus  
20 after it -- from the beginning to post analysis of all of  
21 the information that's been pulled together.

22 Q Okay. Is an ecological risk assessment -- would you  
23 consider that a component of the cumulative impacts  
24 assessment?

25 A It can be; it doesn't -- it isn't always.

1 Q In a situation where air deposition is known to be a part of  
2 the overall impacts to the close environment, would you say  
3 that it's an important part of the cumulative impacts  
4 analysis?

5 A It can be; it depends on what specific questions are being  
6 asked and how much rigor is deemed necessary to put in to  
7 that risk assessment; because there are situations -- and I  
8 think that in the case we're talking about here the initial  
9 analysis that was done of the application indicated that  
10 there wasn't going to be a substantial impact beyond the  
11 fence line and, therefore, there wasn't an initial need to  
12 even consider that. In hindsight, that may have been -- it  
13 may have been beneficial to have it, but it was still fully  
14 reasonable to bring it in much later.

15 Q All right. Now, in your experience of being involved in  
16 many of these data-gathering and processing settings, --

17 A Yes.

18 Q -- is there some sort of a set series of, you know, data  
19 that needs to be collected and analyses that need to be  
20 performed in order to conduct a cumulative impacts analysis?

21 A They're in -- if you look at all of them collectively there  
22 will be some patterns, but generally these are looked at  
23 as -- on a case-by-case basis to take into account what the  
24 specific issues are, what values are to be protected, what  
25 are the plausible mechanisms of connecting the valued

1 resources to the activities that are going to be part of  
2 that project. So one of the things that is really important  
3 is to tailor that effort to the specific questions that have  
4 to be answered.

5 Q All right. Now, for a proposed underground sulfide mine,  
6 could you talk about some of those patterns for a cumulative  
7 impacts analysis that you believe should be part of the  
8 process?

9 A Well, I think that in this particular case the engineering  
10 information that is generated as part of the application  
11 forms the basis of -- that's the starting point. What are  
12 going -- what activities are going to be there? What's the  
13 industrial footprint? What are the types of resources that  
14 are going to be brought in? What are the emissions that are  
15 expected from those activities? And if we follow through  
16 that, I think that that was indeed provided as part of this  
17 application.

18 Q Just to be clear, I'm not asking you necessarily about  
19 whether you think that these steps were followed here or  
20 not; I'm asking in a more general sense.

21 A Okay.

22 Q Okay. So your step number one is the engineering  
23 information informs the process; that seems like a right  
24 place to start.

25 A Yes.

1 Q And then what?

2 A Then it's a matter of the context. Where is this located?

3 What are the landscape features that are relevant to those

4 activities? How do those relate to the valued resources

5 that are in and around that facility?

6 Q And then what?

7 A Then it's a matter of determining how -- one of the bits of

8 jargon we use is a "conceptual model." It's a depiction of

9 how the world works, if you will. What goes on there? How

10 do the connections between the activities and the resources

11 occur, and are they plausible?

12 Q What are some of the processes you would want to look at in

13 your conceptual model of interconnectedness and how things

14 look together?

15 A I think much of it was depicted in the demonstrative

16 illustrations I used on fate and transport. What are the

17 relationships that are going to occur and to put that in

18 spatial context. Where do these events -- where are these

19 processes happening?

20 Q So are we talking about slide 16?

21 A Yes, that would be an example of it.

22 Q This one?

23 A That one, yes. But then that's just for the terrestrial.

24 In there would be the other components that other witnesses

25 are responding to.

1 Q Okay. So you wouldn't want to characterize the whole system  
2 and how it interacts; the whole ecosystem and how the  
3 different components interact?

4 A At one level, yes, and then focus in on those that are the  
5 most important questions.

6 Q Okay. And how do you do that focusing in process?

7 A That's part of this scoping activity if you were doing -- if  
8 you're doing this under a risk assessment framework. And  
9 almost -- we do these things even if we're not formally  
10 thinking about a risk assessment. We go through that high  
11 elevation view of the system and then focus in on those  
12 things that are noteworthy, and that's how one determines  
13 where to put the effort.

14 Q So you would anticipate that a process similar to the one  
15 you just described for us: the scoping, the screening and  
16 on up; sort of that triangle -- that rectangle put into  
17 triangles. That would happen for a number of different  
18 parameters?

19 A Yes, I would think. Yes.

20 Q Okay. Like what other parameters would you expect to see  
21 for an operation like this, just out of curiosity?

22 A Well, I would think that it applied to the different sources  
23 that we've talked about here at some length: the air raise  
24 system, the crusher, the water that was talked about, --

25 Q The water? I'm not sure what you mean.

1 A -- the witnesses before me. Doug, when he was talking  
2 about the impacts on fisheries and all those things. Those  
3 are all connected to that same type of analysis.

4 Q Okay. Air, water. What else?

5 A Well, all of the things that are relevant, which include the  
6 land, the land uses and so on.

7 Q Okay. And for those components you'd also, it sounds to me  
8 like, want to see what you call an -- what you refer to, I  
9 believe, as an "additive impacts analysis" as part of the  
10 scoping and screening process; is that right?

11 A If by "additive" you're implying that there are multiple  
12 activities in the vicinity that are impacting those  
13 resources, that is a typical thing that is done, yes.

14 Q What does that usually look like?

15 A It's often more qualitative than quantitative.

16 Q What components go into it?

17 A One illustration I believe has been mentioned here before is  
18 that the area just -- I'll be pointing here on the map --  
19 just surrounding some of the industrial footprint, a good  
20 portion of that has been logged fairly recently. So that  
21 level of human impact on the area is taken into account, if  
22 you will, to recognize -- and really, to put it in context  
23 so that one's looking at that kind of a disturbance regime  
24 rather than some hypothetical landscape that may have never  
25 existed, or if it did it may have been two centuries ago.

1 Q So you look at historical uses -- logging in this instance -  
2 - in this area, the current shape of the landscape; right?

3 A Yes.

4 Q And do you try to look forward a little bit? For example,  
5 in this we know that in order to develop the surface  
6 facilities there's a plan to scrub about a hundred acres of  
7 surface. Would you look at that too if you know that's a  
8 foreseeable part of the plan?

9 A That would be a legitimate thing to consider at the  
10 beginning. How far one takes it depends on the context of  
11 the questions again.

12 Q Sure.

13 MS. HALLEY: Thank you, Doctor.

14 FURTHER DIRECT EXAMINATION

15 BY MR. PREDKO:

16 Q Doctor, just so the record is clear about which CRA analysis  
17 that you looked at, we're going to put up on the screen here  
18 what is Petitioner's Exhibit 81. And, Doctor, now looking  
19 at this, is this the CRA deposition analysis that you  
20 reviewed?

21 A Yes, it is.

22 Q And can you tell us again about where the maximum  
23 concentrations are predicted by petitioner's in this case?

24 A Yes, the -- for orientation the red outline is the property.  
25 The maximum concentration is -- excuse me. The maximum

1 deposition is right at that very core and I believe that  
2 that -- I guess I'm going on memory more than sight. I  
3 believe that's 35 milligrams per meter squared per year is  
4 what that most -- innermost circle, ellipse represents. And  
5 from 35 this drops down going northward to somewhere near  
6 eight milligrams per meter squared. On the north end that  
7 same portion --

8 Q We're going to try to blow it up even further, Doctor, so  
9 that we can read it.

10 A You might just go over to there and change that -- there you  
11 go. Yes, I can see "35" right now. So on the -- going  
12 northward between -- right around seven micrograms of copper  
13 per meter squared is projected, and this is on an annual  
14 basis. By the time you get out -- if I remember the scale  
15 correctly, this is approximately two -- this line of two is  
16 less than a kilometer from the boundary here. And so the  
17 impact from there on just diminishes very markedly.

18 Q And so if I'm looking at the diagram correctly, the -- what  
19 is the furthest isopleth out that we can identify in this  
20 map? I believe the -- what I can read right there is ".25"?

21 A I believe that was correct.

22 Q Okay. And --

23 A But there's one outside of that yet.

24 Q And to be clear again -- and I think I misspoke, Doctor, and  
25 you corrected me. I called it "concentration," but actually

1           what CRA's analysis shows is deposition in milligrams per  
2           meter squared?

3           A     Correct.

4           Q     What would you have to do to turn that into soil  
5           concentration?

6           A     It depends on how much soil mixing one wishes to consider.  
7           If we use the same parameters that Michigan Department of  
8           Environmental Quality used, their mixing was in one  
9           centimeter of soil depth.  If one takes a typical soil, the  
10          bulk density of the soil is 1.6.  There are -- in a meter  
11          there is a hundred by a hundred, so when you multiply this  
12          out it turns out to be 16 grams per one square meter of soil  
13          at one centimeter depth.  So to convert these deposition  
14          rates to a soil concentration of one centimeter depth, each  
15          of these numbers have to be divided by 16 and that would  
16          then convert -- 30 would be approximately two milligrams per  
17          kilogram of soil concentration in one year, and if we just  
18          round it off to ten years of operation that zone right in  
19          the very center -- that is, the 35 milligrams per meter  
20          squared -- one would be looking at approximately 20  
21          milligrams per kilogram copper introduced into that tiniest  
22          of the circles.  So by the time we get to the border on the  
23          north, we're talking about less than one-half of the  
24          milligram per kilogram copper concentration in the soil.  
25          And so in some ways this depiction, which I think is perhaps

1 a more detailed air dispersion model than perhaps the DEQ  
2 used, it gives a lower value when one gets outside of the  
3 boundary than what the MDEQ used in generating its maximum  
4 concentration of 0.7 milligrams per kilogram copper.

5 Q And so by the time you get out to this isopleth right here  
6 that we identified as the .25, and we are in an area that's  
7 right outside the Yellow Dog Plains, this being the plains  
8 here, you would divide that .25 by 16 to get soil  
9 concentration?

10 A For the annual contribution, yes.

11 Q And when you do that, how would you classify the soil  
12 concentration in that area, or characterize it?

13 A It's clearly in a diminimus zone for any deposition.  
14 There's virtually no way that one would ever be able to see  
15 an elevation of soil concentrations resulting from this  
16 project, and there would be no expectation whatsoever of any  
17 kind of a biological response to that material being  
18 deposited.

19 Q And I imagine -- although, we don't have it here on this  
20 map -- if you carried these isopleths out, you continued to  
21 model further and further out -- and I'm pointing to now  
22 this -- our map on the board here -- and carried them out  
23 further and further and further -- if you characterized the  
24 amount just outside of the Yellow Dog Plains as diminimus in  
25 measurable, how would you characterize an amount that may be

1 up on the Huron Mountain Club?

2 A Well, when you're in the diminimus zone, does it make any  
3 difference beyond that you're in any sort of analytical  
4 noise level, remembering that there is a regional deposition  
5 that's coming from wet fall and dry fall that is  
6 approximately equal to -- I think it's .8 -- .08 milligrams  
7 per kilogram soil. There's no way that you would ever be  
8 able detect this amount added into the natural regional  
9 background deposition.

10 MR. PREDKO: Thank you, Doctor.

11 MR. DYKEMA: One very quickly?

12 JUDGE PATTERSON: Yup.

13 FURTHER CROSS-EXAMINATION

14 BY MR. DYKEMA:

15 Q Doctor, do I understand you correctly that you're saying to  
16 convert a deposition rate of milligrams per square meter per  
17 year to soil concentration milligrams per kilogram you  
18 divide by 16?

19 A That's if one is going to mix it in one centimeter of soil.

20 MR. DYKEMA: Okay. Thank you. That's all.

21 MS. HALLEY: Nothing.

22 MR. REICHEL: No questions.

23 JUDGE PATTERSON: Thank you, Doctor.

24 THE WITNESS: You bet.

25 (Witness excused)

1 MR. PREDKO: Can we take a short break, your  
2 Honor?

3 JUDGE PATTERSON: Yeah.

4 (Off the record)

5 JUDGE PATTERSON: Are you ready?

6 MR. PREDKO: Yes, your Honor.

7 JUDGE PATTERSON: Okay.

8 MR. PREDKO: Kennecott calls Dr. William Adams.

9 REPORTER: Raise your right hand, please. Do you  
10 solemnly swear or affirm that the testimony you about to  
11 give will be the whole truth?

12 MR. ADAMS: I do.

13 WILLIAM J. ADAMS

14 having been called by the Intervenor and sworn:

15 DIRECT EXAMINATION

16 BY MR. PREDKO:

17 Q Dr. Adams, could you please state your full name and spell  
18 your last name for the record?

19 A Yes, my name is William James Adams, A-d-a-m-s.

20 MR. DYKEMA: Your Honor, if I may I'd like to take  
21 this moment to lodge our objection for the record. Mr.  
22 Adams' disclosure or recitation of testimony is about 12  
23 words; in our view that's grossly inadequate. We had  
24 virtually no idea up until today what he's going to testify  
25 to. We were not granted any discovery, so in my opinion

1 allowing him to testify is unfair. Also it was Kennecott's  
2 burden in submitting its application to demonstrate that  
3 this mine would not pollute, impair, destroy natural  
4 resources. Any testimony as to the toxicological impacts of  
5 this mine should have been submitted to the DEQ in the  
6 context of the application and made subject to public  
7 comment according to the statutory scheme. And for that  
8 reason as well we object to his being permitted to testify  
9 today.

10 MR. PREDKO: Rather than restate the entire  
11 response I had to the same objections of Dr. Kapustka's  
12 testimony, I would just refer back to the same response that  
13 I had and incorporate that here, your Honor.

14 JUDGE PATTERSON: And again, for the reasons  
15 previously articulated most recently in response in to the  
16 last witness I will overrule the objection.

17 Q Dr. Adams, where are you currently employed?

18 A I'm currently employed by Rio Tinto located in Salt Lake  
19 City.

20 Q Okay. And what is your position there?

21 A My position is I am chief advisor to Rio Tinto global  
22 program for product stewardship.

23 Q And within the scientific realm, do you have a particular  
24 expertise?

25 A Yes. My specialty is aquatic toxicology.

1 Q And I'd like to talk a little bit about your background, Dr.  
2 Adams. Can you tell us about your formal education and  
3 starting with your Bachelor of Science? You received a  
4 Bachelor of Science in 1969 and what was that in?

5 A It was in biological sciences with a major in wildlife and  
6 fisheries and a minor in chemistry.

7 Q And where did you receive that from?

8 A I received that from Lake Superior State College in Sault  
9 Ste. Marie, Michigan, and it's now called Lake Superior  
10 State University.

11 Q And you have a master's degree and you received that in  
12 1971. What is that degree in?

13 A That degree was in wildlife management and wildlife  
14 toxicology, and I received that at Michigan State.

15 Q And what was your thesis for your master's degree?

16 A Yes, my thesis in my master's degree was on the study of  
17 mercury, particularly two different mercury fungicides  
18 that -- and I was studying the potential effects of mercury  
19 on birds and in particular on pheasants.

20 Q And, Doctor, you also have a Ph.D. that you received in  
21 1976. What is that degree in?

22 A That degree was in fisheries and aquatic toxicology.

23 Q And where did you receive that from?

24 A Michigan State University, East Lansing.

25 Q And what was your doctoral thesis in?

1 A My doctoral thesis was on a study of toxicity and uptake --  
2 bioaccumulation of selenium in fish and invertebrates.

3 Q Doctor, what do you consider your hometown?

4 A My hometown is Detour Village in the Upper Peninsula -- on  
5 the eastern end of the Upper Peninsula, and I still own a  
6 home there.

7 Q Okay. And to give us some sense of where that's at on the  
8 eastern end, what's the closest major metropolis?

9 A The biggest metropolis in the area would be Sault Ste.  
10 Marie, Michigan and it's about 60 miles to the northwest of  
11 Detour Village.

12 Q Doctor, you have numerous publications that are set forth in  
13 your résumé which has been admitted in this matter as  
14 Intervenor Exhibit 26, and you authored or coauthored some  
15 90 publications. I don't want to go through every one of  
16 those obviously, but if you could give the court some idea  
17 of the kinds of things that you've published on, and in  
18 particular kinds of things that would relate to the work and  
19 analysis that you've done with respect to this case.

20 A Sure. Some of the early publications that -- early in my  
21 career published on selenium, a metalloid and that was  
22 dealing with fish and invertebrates. I did an extensive  
23 amount of research in the early '80's on toxicity of  
24 substances in sediments and I published a publication in  
25 1983 that has actually become well cited worldwide. In more

1 recent times my focus has been on both aquatic toxicology  
2 and avian toxicology; extensive work again on selenium.  
3 Recently working on the Great Salt Lake setting water  
4 quality standard for the Great Salt Lake. I've also  
5 published papers recently on copper and the effects of  
6 copper on fish and invertebrates.

7 Q Doctor, have you also written book chapters in the field of  
8 toxicology?

9 A Yes, I've written several book chapters including both  
10 organics and metals.

11 Q And have you authored any whole books?

12 A Yes, I've authored I think four full books that are in the  
13 field of either toxicology or related fields, and the most  
14 recent book I coauthored came out last year and it was on  
15 copper and sustainable development.

16 Q Do you have any publications on metal bioaccumulation or  
17 metal bioaccumulation factors?

18 A Yes. I coauthored a paper with Jim McGeer and Kevin Bricks  
19 where -- in fact, I have two papers. We specifically looked  
20 at bioaccumulation factors and bioconcentration factors for  
21 fish for a large number of metals. We subsequently -- that  
22 was the first paper, and the second paper subsequently  
23 looked at this in a bit more detail for some metals, and in  
24 particular for selenium.

25 Q And I understand you're currently working with and assisting

1 the EPA with respect to copper criterion?

2 A Yes; that's true. When the draft notice for the development  
3 of the freshwater water quality criteria document came out  
4 in 1994, I believe, finalized in 1997 we approached the EPA  
5 to discuss whether or not a chronic -- acute and chronic  
6 criteria for marine systems could be developed in a manner  
7 that was consistent with the approach being used for  
8 freshwater; that is, an incorporation of a biotic ligand  
9 model into the water quality criteria document. The agency  
10 has subsequently agreed to that and we are working with them  
11 and developing a data set for copper for the marine  
12 environment.

13 Q Dr. Adams, I'd like to talk a little bit about your  
14 employment and your employment history. You said that  
15 you're currently employed for Rio Tinto. What are the kinds  
16 of things that you do for Rio Tinto?

17 A The kinds of things that I currently do for Rio Tinto cover  
18 a broad area. I said the official title is chief advisor  
19 for product stewardship, but that includes a broad range of  
20 environmental work. Part of the product stewardship program  
21 is aimed at understanding emerging regulations and emerging  
22 issues for metals, and that's on a global basis so that's  
23 primarily Europe, Australia and North America. Within that  
24 context I work across the company to ensure that as  
25 regulations emerge that they are in fact carried to the

1 sites and that they are in fact adhered to. So a small part  
2 of my job is also visiting some of the sites on an annual  
3 basis to make sure that our operations are in compliance  
4 with local law and with our company standards. Another part  
5 of my job is to interface with government regulators on a  
6 regular basis with science-based -- where science-based  
7 issues are emerging. For example, I participated  
8 extensively at the United Nations in recent years on this  
9 issue of a strategic approach to international chemicals  
10 management. It's a program emerging at the United Nations  
11 that we try to unify chemical programs and the way chemicals  
12 are managed on a global basis. I also participate in  
13 meetings with the OECD, Organization for Economic  
14 Cooperative Development. And I particularly serve on a task  
15 force there at the present time as -- developing wildlife  
16 criteria for classification. I have previously worked for  
17 ten years with OECD on development of classification for  
18 classifying hazard of substances to aquatic organisms, and I  
19 also worked on a task force that developed a dissolution  
20 solubility test for metals. That's part of what I do. And  
21 I would say half -- the other half I'm responsible for  
22 managing a number of sites around Rio Tinto that is -- where  
23 we are required to do remediation.

24 Q And what does Rio Tinto do, the company?

25 A Rio Tinto is a major mining company. We are major producers

1 of iron ore, aluminum, coal and copper; minor producers of  
2 uranium, talc, salt, boron, and a few other minor  
3 substances.

4 Q How long have you been in your position of chief advisor for  
5 product stewardship?

6 A I've been there six years.

7 Q And was that kind of a dual role? Did you have another role  
8 with Rio Tinto as a scientist?

9 A When I first joined Rio Tinto six years ago, I actually did  
10 join as senior scientist for the company. And this role  
11 emerged into this product stewardship program. And then  
12 this year they added responsibility of managing sites for  
13 remediation.

14 Q So new title, added responsibility?

15 A New title, yeah, more responsibility.

16 Q So do you --

17 JUDGE PATTERSON: Same pay?

18 THE WITNESS: Yeah, unfortunately same pay. Usual  
19 story, yeah.

20 Q So do you still perform duties as a principal scientist?

21 A Yes, I do. A good example would be the program that I've  
22 participated in for the State of Utah. I served on a  
23 science panel for the last three years for the State of Utah  
24 for the purpose of developing a water quality standard for  
25 the Great Salt Lake. This will be the first water quality

1 standard that exists for the Great Salt Lake.

2 Q And what is Rio Tinto's relationship with Kennecott?

3 A Rio Tinto is the parent company. They own Kennecott 100  
4 percent.

5 Q And prior to going to work for the parent company, where did  
6 you work, Doctor?

7 A Prior to working for the Rio Tinto corporate group, I was  
8 employed by the Kennecott Utah Copper in Salt Lake City.  
9 And I started there in 1995.

10 Q And what was your position there?

11 A My position there was director of environmental science.

12 Q And what kinds of things did you do as director of  
13 environmental science?

14 A The first five out of six years were spent doing risk  
15 assessment work. I was specifically hired to come and  
16 assist the company in making decisions, risk-based  
17 decisions, about which parts of the property needed to be  
18 remediated. So that work was done using risk-based  
19 approaches under the spirit of the Superfund. And so that's  
20 principally what I did during those first five years. The  
21 last year I had a slightly different job. I was director of  
22 environmental operations, and I was responsible then for  
23 environmental compliance and environmental operations for  
24 the Kennecott copper operation.

25 Q Dr. Adams, I understand that you worked for a number of

1 years for Monsanto Company?

2 A Yes, I did.

3 Q And what does Monsanto do?

4 A Monsanto at the time I worked for it was the third or fourth  
5 largest chemical producer in the U.S. And they manufactured  
6 multiple types of chemicals, including some pesticides and  
7 industrial fluid.

8 Q What was your position with Monsanto?

9 A My positions at Monsanto varied across the 14 years that I  
10 was there. I initially -- it was my first major job out of  
11 college, so I started at entry level scientist. When I left  
12 I left as a science fellow.

13 Q And what kinds of things did you do, duties,  
14 responsibilities, over that 14 years for Monsanto?

15 A It varied a bit, but initially I was hired to come in and  
16 set up an environmental toxicology laboratory for Monsanto.  
17 This was in 1977. And Monsanto at that time felt they had a  
18 need to have a better understanding of both the toxicity and  
19 environmental fate of their substances in the marketplace,  
20 so I spent the next five or six years actually setting up a  
21 small aquatic toxicology laboratory on the site, and then  
22 also contracting an enormous number of studies at outside  
23 laboratories. After this five- or six-year period, I spent  
24 an extended period of time then actually research on waste  
25 treatment technologies and set up a small group inside of

1 the company looking at approaches that could be used for  
2 soil remediation for treatment of effluents using  
3 principally bacteria.

4 And something that is not in my resume, but during  
5 that time period I think I authored about 300 reports for  
6 Monsanto.

7 Q And what is the gamut of those reports?

8 A Those reports covered extensive acute and chronic toxicity  
9 studies. It included studies on biodegradation of  
10 substances, it included studies on photolysis, hydrolysis of  
11 chemical substances. It included some studies referred to  
12 as Mesocosms, some microcosm studies. It included some  
13 field studies that we did, surveys of chemical  
14 concentrations in water and some cases biota sampling  
15 programs that covered across the U.S. looking for presence  
16 of Monsanto products in surface waters. And then later on  
17 several reports and publications on application of  
18 microorganisms to soils and wastewater, including one  
19 patent.

20 Q And I did -- I skipped a gap there. After working for  
21 Monsanto and prior to going to Kennecott, you worked at ABC  
22 Laboratories?

23 A Yes, I did. For almost five years I worked at ABC  
24 Laboratories, which is the name they go by, but the full  
25 name is Analytical Biochemistry Laboratories. It's in

1 Columbia, Missouri. And while I was there for that five  
2 years, I was hired as vice president. And the specific  
3 responsibility was to run and direct an aquatic toxicology  
4 laboratory.

5 Q And tell us about some of the studies that you've done or  
6 did for ABC Laboratories.

7 A Well, ABC Laboratories at that time was the largest aquatic  
8 toxicology laboratory in the U.S. And we had  
9 approximately -- I had approximately 45 to 50 people working  
10 for me. And we routinely did acute toxicity studies with a  
11 variety of fish and invertebrates and algae and some plants,  
12 duckweed, for example. We did chronic toxicity studies, so  
13 full life cycle chronic studies with fish and including  
14 fathead minnows. We -- those take about a year to do, so we  
15 would do one or two of those a year. We did fish early life  
16 stage studies with rainbow trout and with fathead minnows,  
17 with other trout species. And those studies take anywhere  
18 from 30 to 90 days to do, and we probably would run some 15  
19 or 20 of those a year. We routinely did chronic studies  
20 with invertebrates that included *Daphnia magna*, water flea,  
21 a commonly tested organism. Typically, we might run 20 to  
22 25 of those a year.

23 Q Dr. Adams, you were also a member of the United States EPA  
24 Science Advisory Board. What is that?

25 A The Science Advisory Board is a committee that has been set

1 up by the EPA administrator to give advice on the science  
2 that the agency will use. And the Science Advisory Board  
3 consists of several committees. So depending, for example,  
4 the air committee reviews air regulations, air policy, air  
5 science. I was on the Ecological Processes and Effects  
6 Committee. I was there for ten years. And we reviewed the  
7 various pieces of science that would come forward from the  
8 agency. For example, all of the sediment work that was  
9 brought forward by the agency in attempting to set sediment  
10 standards was reviewed by this committee.

11 Q And how does one become a member of the EPA Science Advisory  
12 Board?

13 A The current process is one whereby there's a notice put in  
14 the federal register. You can apply yourself or you can be  
15 appointed, nominated by someone, or the EPA itself can ask  
16 you to become a member for consideration. In my case, they  
17 asked me would I consider joining the board if selected. I  
18 responded "yes." I provided my resume and details. And  
19 they then go through a vetting process, considered all of  
20 the persons that had been nominated. And at the end of this  
21 process, then, you actually receive a letter of nomination  
22 from the EPA administrator.

23 Q And although you've covered some of your project and  
24 research work already and some of the various positions  
25 you've had with different companies, tell us about the

1 project work that you've been doing with the European Union.

2 A Yes. One of the emerging regulations in Europe is called  
3 REACH, and it stands for Registration Evaluation  
4 Authorization of Chemical Substances. This law went into  
5 effect in June of last year, and it regulates all substances  
6 in Europe that are either imported or manufactured in Europe  
7 in greater than one ton. It has broad implications of the  
8 amount of testing that's required for substances  
9 manufactured or produced in Europe. And this legislation  
10 has been in the works for at least eight years. And in  
11 anticipation of this regulation, the European Union was  
12 interested in an organic substance and a metal substance  
13 being tested through the process in advance of the  
14 regulation going into effect. The copper industry  
15 volunteered, meaning the European Copper Institute,  
16 volunteered on behalf of the copper industry to be that  
17 metal to actually then test the procedures that would be  
18 used under REACH for completing a risk assessment.

19 This risk assessment for copper means -- and this  
20 is the procedures that's now used and proposed in Europe --  
21 means that you must consider all use phases of the  
22 substances and all forms of the substance. So we've looked  
23 at copper metal and some copper compounds. We have  
24 considered air, water, soil, sediment, and we had to test  
25 organisms appropriate to those media. We had to understand

1 exposure levels across Europe. We had some 30,000 data  
2 points, for example, in our database for water and soil that  
3 would enable us to look at water and soil concentrations and  
4 sediments. And then we had to make comparisons between  
5 exposure concentrations and against effect levels for  
6 various organisms for the compartments I mentioned.

7 This process took us about four years, maybe a  
8 little more, and about \$8 million to collect that Dataset.  
9 We submitted that Dataset in '05, 2005. It took two years,  
10 then, to have -- this was a 1200-page report. It took two  
11 years for the European Union country members, 25 member  
12 states, to review each section of the report section by  
13 section. We met quarterly with them going through this  
14 report. It was just approved in April.

15 Q And other than copper, were there any other areas of  
16 emphasis with respect to other metals that you were involved  
17 with?

18 A Yes. The legislation in Europe prior to the REACH  
19 legislation, was called the Existing Substance Directive.  
20 Under the Existing Substance Directive, they had a list of  
21 priority substances for which they wanted to have risk  
22 assessments performed. Zinc was one of those. And I  
23 participated to a lesser role, but I participated in the  
24 zinc risk assessment. Nickel was also one of those  
25 substances, and I participated in assisting that group with

1 the nickel risk assessment, but once again to a much lesser  
2 extent than copper.

3 Q Now, those risk assessments that were completed for the  
4 European Union recently, how would you compare those risk  
5 assessments for metals like copper and nickel to previous  
6 similar risk assessments done in terms of comprehensiveness?

7 A Well, I've worked on a number of risk assessments,  
8 particularly the ones at Kennecott. And while the work we  
9 did was thorough, these risk assessments I would say are the  
10 most extensive risk assessments that I've ever seen on  
11 anything. I also reviewed the U.S. EPA reports to Congress  
12 to mercury, which are about this (indicating) thick. But  
13 nevertheless, when you have to consider water, air, soil,  
14 sediment compartments and the organisms that inhabit those  
15 compartments and exposure data for across Europe, these are  
16 extensively large reports and very thorough and  
17 comprehensive.

18 Q What work have you done for ASTM or ASTM standards?

19 A I joined the American Society for Testing and Materials in  
20 1978, I believe. And at that time the ASTM served two  
21 functions; one, it allowed scientists to come together in an  
22 annual symposium; two, they issued a book from that  
23 symposium, and they also began the process of establishing  
24 standards for aquatic testing for various organisms. So I  
25 participated in those days in what they call the E-47

1 Committee -- subcommittee, I guess. And I helped write  
2 documents that are now used for early life stage testing,  
3 fish bioaccumulation testing, acute toxicity methods for  
4 various freshwater organisms. In particular, in the mid  
5 80's I actually authored and chaired the subgroup that wrote  
6 the chronic protocol for Daphnia magna.

7 Q And what is the Daphnia?

8 A The Daphnia is a freshwater zooplankton. It's a small  
9 organism referred in common language as a water flea. It's  
10 probably one to two to three millimeters in size, commonly  
11 found in freshwater lakes. You would find it in Lake  
12 Superior, for example, or Lake Huron.

13 Q And did you also have involvement in ASTM bioaccumulation  
14 protocol for fish?

15 A Yes, I did. I worked on that document with the authors and  
16 reviewed it at various stages and subsequently reviewed it  
17 when it came up for renewal.

18 Q Doctor, are you a member of any professional societies or  
19 affiliations that would in particular relate to the type of  
20 work that you've done on this project?

21 A Yes. I'm a member of the Society of Environmental  
22 Toxicology and Chemistry, SETC. I joined that in 1978. I'm  
23 also a member of the American Chemical Society. I probably  
24 joined the same year. And I'm a member of the Water  
25 Environment Federation.

1 Q I'd like to get into the things that you've done for this  
2 project. And first, I'd like to talk about the kinds of  
3 materials that you reviewed in connection with your  
4 analysis. Have you reviewed mine permit application  
5 materials in this case?

6 A Yes. The one that I spent the most time on was the  
7 groundwater permit.

8 Q And have you reviewed actual permit or permit conditions?

9 A Once again, I didn't in -- I paid particular attention to  
10 the details of the groundwater permit and concentrations  
11 that would be injected into the ground.

12 Q And did you review the environmental impact assessment or  
13 portions of it?

14 A I reviewed some small portions of it when I thought they  
15 were appropriate to the details that I needed.

16 Q And did you review MDEQ deposition analyses?

17 A I reviewed some parts of that, yes, enough to familiarize  
18 myself with numbers associated with deposition rates.

19 Q And what else have you done or reviewed in connection with  
20 the work that you've done for this project?

21 A I reviewed in some greater detail some of the testimony of  
22 previous persons that were here, including Dr. Ejnik and Dr.  
23 Strand. And I also reviewed some portions of the CRA report  
24 that deals with air deposition.

25 Q And in part that was Exhibit 81 that we posted on the screen

1           here --

2       A     Exactly.

3       Q     -- during Dr. Kapustka's testimony?

4       A     Exactly.

5       Q     Doctor, after reviewing materials and based upon your  
6            experience with aquatic toxicology, have you reached  
7            opinions in this case?

8       A     Yes, I have.

9       Q     And have you prepared some slides that will help us go  
10           through your opinions?

11      A     Yes, I have.

12      Q     And could you take us through your opinions, Doctor, that  
13            are on slide two here?

14      A     Yes. I'd be happy to do that. These opinions are intended  
15            to be brief here and to be introductory to the discussion  
16            we'll have later. So first of all, I have concluded that  
17            it's my opinion that the state water quality standards for  
18            copper and nickel expressed here as three and 17 micrograms  
19            per liter as applied to the Salmon Trout River are  
20            protective for brook trout and other sensitive species in  
21            the Salmon Trout River. I believe that the copper water  
22            quality criteria, which is water quality standard which is  
23            set at three micrograms per liter, if adjusted for the  
24            amount of dissolved organic carbon that's present in the  
25            Salmon Trout would actually translate to a number of 11

1 micrograms per liter.

2 I will give some discussion and testimony today  
3 relative to previous calculations that had been made from  
4 air deposition and resulting calculations of concentrations  
5 of copper in the Salmon Trout. I believe those calculations  
6 are in err. Likewise, there has been testimony by Dr.  
7 Strand relative to the potential for food chain transfer of  
8 mercury and metals. I believe the model he used is  
9 inaccurate and the conclusions he drew are inaccurate.

10 JUDGE PATTERSON: Who was that again? I didn't --

11 THE WITNESS: Dr. Strand.

12 JUDGE PATTERSON: Strand?

13 THE WITNESS: Uh-huh (affirmative).

14 A And finally I've done -- made some calculations relative to  
15 soil and snow melt -- sorry -- soil and snow melt runoff  
16 from metals to the Salmon Trout. I do not expect to see  
17 effects of nickel or copper on the biota of this river.

18 Q Now, as we go through this, you have prepared some  
19 additional demonstrative slides to help guide us through  
20 your testimony?

21 A Yes, I have.

22 Q And if we could go to slide three, and this is just an  
23 overview of what you plan to talk about today. Can you just  
24 give us a brief overview?

25 A Yeah. Very briefly, each one of those bullets relates to a

1 major topic that we will be covering in my testimony. So we  
2 will talk about fish and invertebrate sensitivity to copper,  
3 how sensitive are organisms. We will talk about the fact of  
4 do salmon species react to copper, does it interfere with  
5 their ability to find their home stream. We will talk about  
6 food chain accumulation of mercury and other metals. I will  
7 talk a bit about the fate and transport of copper as it  
8 might relate to the water quality standard and potential for  
9 effects in the Salmon Trout River. I will present rebuttal  
10 of Dr. Ejniik's testimony related to the risk of copper in  
11 the Salmon Trout, and we will have a discussion briefly on  
12 dissolved organic carbon, importance of dissolution, metal  
13 speciation. We will talk about the influence of dilution as  
14 to with the length of the stream. And finally, we will  
15 have -- I will present information on snow melt.

16 Q And the first topic on the list is aquatic species  
17 sensitivity to copper.

18 MR. PREDKO: And if we could put up slide five?

19 Q Can you tell us in general about water quality standards,  
20 what they are, what they're meant to protect, and then talk  
21 about the water quality standard for the Salmon Trout River?

22 A Yeah. So I'd like to take a moment to give a bit of detail  
23 on this, because I think it's important to understanding the  
24 degree of confidence one has in a standard once it's set.  
25 So water quality standards are first derived from a Dataset.

1 So in the U.S. the way the regulations work is that at the  
2 federal level U.S. EPA develops a water quality criterion.  
3 This criterion is actually contains a set of what they call  
4 criteria. Within the criterion -- I'm sorry. Within the  
5 criteria -- and each one of the metals has a water quality  
6 criteria document that has been prepared by the U.S. EPA  
7 federal government. There is an established procedure for  
8 deriving a water quality criteria. And I'll go into that in  
9 a little bit of detail.

10 But to understand how a water quality criterion  
11 results in a water quality standard, I make the following  
12 comment: Water quality criteria are the Datasets themselves  
13 that pertain to the toxicity that is associated with various  
14 species. And at the end of this process, a number is  
15 selected as deemed to be protective of the species that have  
16 been tested in the major organisms across the U.S. This  
17 water quality standard is set by the U.S. EPA federal  
18 government. It's been adopted by the state. The states  
19 generally adopt what the federal government has produced.  
20 They may choose to make it more stringent. They cannot make  
21 it less stringent.

22 So going back to how a water quality standard is  
23 derived, the regulation -- the rules for deriving a water  
24 quality standard were put in -- were finalized in 1985, and  
25 it's a document authored by Charles Stephan from the U.S.

1 EPA and coauthors. That method has been used since 1985 up  
2 until now to derive various water quality standards for a  
3 wide variety of substances.

4 The methodology requires at a minimum that you  
5 test eight different families. The intent here is to have a  
6 sufficient number of phyla in the families in the Datasets  
7 so that you have an understanding of the distribution of  
8 effects. Typically, the criteria documents have much more  
9 than eight numbers in it, but that's the minimum. And the  
10 way the U.S. approaches, they consider all data that's  
11 available in the literature and then in some cases require  
12 additional testing if there's insufficient data. And then  
13 they derive a final value. So it's a little bit  
14 complicated, but I think it's worth going through to  
15 understand the process.

16 I want to make it specific to copper, I think,  
17 because the copper is rather unique in the sense that there  
18 are more than 1,000 acute toxicity studies that have been  
19 performed with copper. And that covers quite a wide range  
20 of aquatic organisms.

21 Q And, Doctor, before you go on, can you tel us what is acute  
22 toxicity?

23 A Yes. The criteria methodology distinguishes between acute  
24 and chronic toxicity. Acute toxicity is intended to mean  
25 short-term and also it's intended to mean typically

1 lethality. So most of the fish and invertebrate studies  
2 range from 48 to 96 hours, and you're measuring an end point  
3 where something died.

4 Q And chronic toxicity?

5 A Chronic toxicity is intended to encompass a major portion of  
6 the life cycle of the organism. So they're longer term  
7 studies. In some cases, for example, the fathead minnow,  
8 full life cycle chronic study actually starts with juvenile  
9 fish, raises them to adults, has them spawn and then  
10 subsequent raises the offspring. So that study takes more  
11 than a year. Other chronic studies are called partial life  
12 cycle studies. For example, rainbow trout early life stage  
13 study runs about 90 days. It starts with eggs and you  
14 expose the egg and sperm, the fertilization period, and you  
15 continue then the exposure to the organisms for 90 days  
16 after hatching.

17 Q And you were discussing -- I'm sorry. Did you have more on  
18 the chronic studies?

19 A Yeah, just a little bit.

20 Q Okay. Sorry.

21 A And the reason these partial life cycle studies are used and  
22 called chronic, meaning long-term, is the fact that there  
23 was a paper written by an author by the name of McKim in the  
24 mid 80's where he compared approximately 15 or 17 early life  
25 stage studies with full life cycle studies. And the

1 conclusion from that was that those early life stages are  
2 the most sensitive and that, if you test during that time  
3 period, you have effectively demonstrated that you will get  
4 the same answer as if you'd have tested it for a year.

5 Q And before we got into the definition of acute toxicity and  
6 chronic toxicity, you were describing the studies that are  
7 out there for copper. Could you tell us more about that?

8 A Yes. As I mentioned, there's over a thousand studies that  
9 have been performed on acute toxicity. There's not near as  
10 many that have been performed on chronic toxicity. It  
11 depends on whose definition of chronic, quite frankly. The  
12 U.S. EPA has selected 26 chronic studies for its use in  
13 setting water quality standards. But, for example, when we  
14 did the work in Europe, because their definitions allow some  
15 slightly shorter studies, we actually had approximately 130  
16 chronic studies in our Dataset for the European risk  
17 assessment.

18 Nevertheless, to stick with the U.S. approach,  
19 because that's what's been used for deriving the water  
20 quality standard that's used in the State of Michigan, as I  
21 mentioned, there are 26 chronic studies.

22 The U.S. has two ways of dealing with the data in  
23 setting a standard; one, you can take all of the acute data  
24 and rank them and select what amounts to the 95th percent,  
25 95th most sensitive species on an acute basis. You divide

1 by two, because remember I said it was mortality. If you  
2 divide the LC 50 by two, you generally arrive at a  
3 concentration that does not cause effects. That becomes the  
4 final acute value that the agency uses for its standard. So  
5 often when you see water quality standards you see two  
6 standards. You see an acute number and you see a chronic  
7 number. I've mentioned the three micrograms per liter.  
8 That is the chronic standard for -- set for the Salmon Trout  
9 River.

10 Q And how do you know that? Has Michigan adopted the --

11 A Yes.

12 Q -- EPA standard?

13 A Yes. So I've explained how you get to the acute number.  
14 The chronic number can be derived by two methods. One, if  
15 you don't have a sufficient number of chronic studies, let's  
16 say you don't have eight, the agency recognized in 1985 that  
17 this approach would be expensive and not all substances  
18 would you have both eight acute and eight chronic studies.  
19 They set the procedure in the following way: You must have  
20 at least three chronic studies. And for those three chronic  
21 studies you must also have conducted an acute study. And  
22 they look at the ratio, then, between the acute and the  
23 chronic toxicity. And they take the geometric mean of the  
24 three comparisons. If you have more than three, they use  
25 what they have. That gives you a ratio between acute to

1 chronic. And they apply this ratio, then, to that final  
2 acute value that I mentioned earlier to derive a final  
3 chronic value.

4 MR. PREDKO: Next slide.

5 Q Can you tell us about the chronic tests and chronic values  
6 for invertebrate fish species?

7 A Yes. Just to briefly summarize here, as I mentioned,  
8 there's 29 chronic studies that have been used in the  
9 Dataset to derive the final chronic value. I should point  
10 out that, if you would go to one of the water quality  
11 criteria documents, they include all of the data that they  
12 reviewed and then they include the studies that were  
13 selected as and having been deemed to be acceptable for use  
14 and development of the water quality standard.

15 There are six invertebrate species for which there  
16 have been chronic studies, and there are some -- I'm  
17 sorry -- six invertebrate species and ten fish species. I  
18 summarized a little bit of information here on the fish just  
19 to show you the sort of the breadth of the toxicity values  
20 that might exist ranging from 4.9 up to -- for brook trout  
21 up to 60.4 for northern pike.

22 Q Okay. And you just mentioned the chronic brook trout  
23 studies. And can you tell us about insect sensitivity to  
24 copper?

25 A Sure. As I indicated, or maybe I didn't indicate but I

1 will, there are four chronic brook trout studies that have  
2 been performed by authors by the name of Sauter and McKim.  
3 They each performed two. And the way the agency has dealt  
4 with those four chronic values is that they took the mean,  
5 the geometric mean, of the four studies, which is 4.9 parts  
6 per billion. The actual values for those four studies in  
7 the reports that the authors issued range from 3.9 to 19.9.  
8 I would point out at this point that you can see that the  
9 water quality standard of three is lower than any of those  
10 brook trout studies that have been performed to date. Back  
11 to your question about the -- sorry.

12 Q Dr. Adams, I did notice in your slides when you talked about  
13 the water quality standard for the Salmon Trout River you  
14 said three micrograms per liter, and the slide indicates  
15 corrected for hardness of 27. Can you tell us how hardness  
16 effects toxicity?

17 A Yes. Going back to the 1960's, publications were put forth  
18 that showed that when you vary the water chemistry you also  
19 get a varied response from the organism. And people began  
20 exploring now what's the cause of this. So there have been  
21 quite a large number of studies looking at water hardness,  
22 which is typically measured as parts per million of calcium  
23 carbonate, and relationships, then, regression equations  
24 have been developed mostly on acute toxicity, have been  
25 developed that allow you to calculate what the change in the

1 LC50 value will be, or EC50, depending on which organism,  
2 what the amount of change will be as you increase the water  
3 hardness. So as a general rule, as you increase water  
4 hardness, you make the substance less toxic.

5 So in the actual water quality standard that's  
6 currently being used by the State of Michigan, there is a  
7 regression equation that allows for the adjustment of the  
8 standard as a function of the hardness of the receiving  
9 water.

10 Q And the three microgram per liter has been adjusted already  
11 for the hardness specifically of the Salmon Trout?

12 A Yes, it has. And you will find in a number of the  
13 depositions and in the reports that a number of around 27  
14 ppm has been used and discussed as a reasonable number for  
15 the hardness of the Salmon Trout River.

16 Q And you told us about the brook trout studies with the  
17 values ranging from 3.9 micrograms per liter to 19.9  
18 micrograms per liter, which are all above that three  
19 microgram Salmon Trout limit. Now could you tell us about  
20 insect sensitivity?

21 A Yes. I included this because in the scientific literature  
22 there's been a large amount of debate over what organisms  
23 are most sensitive. And in particular, which of the  
24 invertebrates are most sensitive. And specific to this  
25 issue, in particular, mayflies, caddisflies, stoneflies,

1 which are macro invertebrates, they're insects, and the  
2 question has been are they more sensitive. They're  
3 important species. They're important because brook trout  
4 feed on them. And so then the issue really becomes how  
5 sensitive are they. So I do have -- I do have a slide on  
6 that.

7 Q Yeah. If you'll go to your chart here, which is on slide  
8 eight, --

9 A Thank you.

10 Q -- could you explain for us what this chart means?

11 A Yes. I took this from a publication by Brix, DeForest and  
12 myself. And we were looking principally at the relationship  
13 between acute toxicity and chronic toxicity. We wanted  
14 to -- we wanted to put in press some definitive statements  
15 about that relationship for copper. But in doing that, we  
16 also took a look at which of the taxa are the most  
17 sensitive. And so while I don't show fish on this  
18 particular graph, if I did, they would be similar to this  
19 line here (indicating) which is representing cladocerans  
20 under water fleas.

21 So to interpret this, across the bottom is the  
22 concentration of copper that was tested in a laboratory test  
23 system with these organisms. And I'll discuss what they are  
24 in a moment. And going up this axis, we title this Percent  
25 Species at Risk. Each data point reflects a separate test

1 with a different organism. So what you can -- so let me  
2 describe the organisms. First cladocerans, these are the --  
3 you've heard me mention several times daphnid species, for  
4 example, but it includes other freshwater organisms that you  
5 would typically find in Lake Superior, Lake Erie, Lake  
6 Huron. Crustaceans includes such things as shrimp,  
7 crayfish, organisms with a shell. And then the insects I  
8 think we've had quite a discussion. But for this purpose,  
9 they are some of the species that we've been talking about,  
10 mayflies, caddisflies, stoneflies.

11 What we see from this graph -- and I point out  
12 that this is acute toxicity -- in these invertebrates, these  
13 species of insects were the least sensitive, not the most  
14 sensitive. I will talk and we'll address later issues  
15 around chronic toxicity. But on the acute basis, they are  
16 the least sensitive.

17 Q And again, you said this but, if you were to put brook trout  
18 on this chart, where would brook trout go?

19 A Well, brook trout, the value was at 3.9 to 19. So it's the  
20 lowest one is going to be somewhere right in here  
21 (indicating).

22 Q Okay. And for the record, could you identify where you're  
23 pointing to?

24 A Sure. So I'm pointing that the brook trout would be located  
25 very close to the cladoceran, and we would be -- it would be

1 plotted on this consistent with 4.9 micrograms per liter.

2 Q Okay. So you would agree that brook trout are fairly  
3 sensitive to copper?

4 A Yeah, I do agree that they're quite sensitive.

5 MR. PREDKO: Could you go to the next slide?

6 Q And you have listed here chronic values for different  
7 species. And could you tell us about the chronic values and  
8 how they -- how different species respond to copper?

9 A Yeah. I took this information from the U.S. EPA ambient  
10 life of freshwater criteria document for copper. In these  
11 documents the agency typically lists all of the chronic  
12 studies that they used and ones they didn't use. These are  
13 the ones that they chose to include in their assessment of  
14 the chronic toxicity. They don't appear in this order in  
15 the document. I rank ordered them here simply so that we  
16 could follow and eyeball down the range of values. And if  
17 you actually go to the document, you will see that there are  
18 more numbers on their table than my table. So I just want  
19 to be clear, the reason is that some species have been  
20 tested more than once and they show all the data. For  
21 purposes of making it fit on a slide, where there was more  
22 than one -- when a given species was tested more than once,  
23 exhibit, here on water fleas, I indicate there were actually  
24 three tests, so this table is slightly different than what  
25 would be in the document. But you see the values would

1 range from 3.5 micrograms per liter. I should have put that  
2 on the slide, but these are in micrograms per liter.

3 You find a rotifer, a very small organism that is  
4 found in lakes predominantly. You would not expect to find  
5 it in the Salmon Trout River, because they can't fight  
6 against the current. They would be washed out. But the  
7 rotifer is the most sensitive species on a chronic basis in  
8 the Dataset. Brook trout are the second most sensitive, and  
9 then chinook salmon. You will notice that there is a  
10 caddisfly there. And so the caddisfly on a chronic basis,  
11 this species of caddisfly is fairly sensitive. And then  
12 there are a variety, a snail at nine and then daphnids cover  
13 quite a broad range, 4.9 to 19, so equally sensitive as the  
14 brook trout.

15 Q And what does it mean the chronic value when the values  
16 approach or exceed the value for a certain species?

17 A Yeah. What I didn't describe in discussing chronic  
18 toxicity, but I should have, is that chronic toxicity is set  
19 to protect against survival, growth and reproduction. Acute  
20 toxicity standard is set to protect against mortality. So  
21 each of these values, then, is derived from a test where a  
22 range of concentrations were viewed and they statistically  
23 defined where the no effect level was and they statistically  
24 defined where the effect level was. And the way the U.S.  
25 EPA derives a chronic value, they take the geometric mean of

1 the no effect and the effect level. So this level has no  
2 effect and a lower level isn't -- I'm sorry. If this level  
3 here (indicating), a higher level, is an effect and the  
4 lower level is no effect, the actual threshold for where the  
5 effect occurs is somewhere in between. They take the  
6 geometric mean of those two values. So each one of these  
7 chronic values is a geometric mean of a no effect and a low  
8 effect.

9 So to exceed that value, if you were to have a  
10 surface water concentration at a site that exceeded a given  
11 value, the inference there would be if you were doing a  
12 screening level assessment you might begin to see effects on  
13 that particular group of organisms.

14 A common mistake often made in looking at an  
15 accedence is that, well, if the number is three for the  
16 Salmon Trout and it should go to four, we'll have  
17 catastrophic events happen. That would be a  
18 misinterpretation. The reason for that is that, as I  
19 mentioned, these are values for where threshold effects just  
20 begin. It's the lowest that could be statistically  
21 determined.

22 Q Earlier you mentioned the Sauter report.

23 A Yes.

24 Q And did Sauter study brook trout in environments at three  
25 micrograms per liter?

1 A Yes, he did.

2 Q What were the results of those studies?

3 A When he did his studies, he used a range of concentrations.

4 And I don't recall all of them, but they started from very

5 low concentrations, as long as three, and up to much higher

6 concentrations. One of the interesting facets of his work

7 is is that in his control water the control is always set up

8 so that these are the organisms where you wouldn't expect to

9 see effects and you don't add any copper to the test system.

10 In his water he actually had three micrograms per liter in

11 his test water. And that was in his control water. In

12 those controls then you might ask yourself do you have a

13 valid test if you've actually got copper in your control

14 water. But then copper is an essential element, and every

15 test that's ever been performed anywhere ever has had some

16 copper in it. But it's good to document how much was there.

17 The question you have to ask yourself is how do my controls

18 perform in this test against the last 20 times I did it or

19 some number like that. So the controls in his experiences

20 were within normal ranges, and no effects -- observed

21 effects are reported in the controls. So it is an

22 interesting observation. Most of the time other authors

23 would have had copper concentrations in their controls

24 probably on the order of one microgram per liter.

25 Q And so the fish study by Sauter, then, with fish in water at

1 the Salmon Trout River would experience no effect?

2 A That's correct.

3 Q And you discussed this a little bit earlier, and I'd like  
4 again for you to talk about the hardness and its effect on  
5 the water quality standard. And you have a demonstrative on  
6 slide ten, and you tell us how hardness may vary in  
7 different water bodies. Can you explain that to us?

8 A Yes. I thought it would be of interest since water hardness  
9 is used in adjusting the value for the Salmon Trout River.  
10 So I chose to use the equation that the agency uses for  
11 adjusting hardness. And starting with the water quality  
12 standard previously mentioned of three micrograms per liter  
13 for 27 milligrams per liter of hardness, I just then doubled  
14 each time 27 to 54, 54 to 108, and I thought it just would  
15 be illustrative of kinds of waters that might exist in  
16 Michigan. So with 27 parts per million for the Salmon  
17 Trout, you would -- you would expect to find something in  
18 the neighborhood of 54 in Lake Superior hardness. It might  
19 be a bit less than that, but this is the Great Lakes are in  
20 that region. And you would find values of around 100 in  
21 many of the lakes in Michigan. Of course, there's a  
22 distribution, and this is just an example. Because what I  
23 really wanted to show was that in going from 27 to 108, the  
24 value changes from three to ten.

25 Q And the three microgram per liter limit that we have for the

1 Salmon Trout, based upon the mean chronic values of all  
2 taxa, what do you conclude?

3 A Well, I conclude that first that the three microgram per  
4 liter is lower than you would have most places in the State  
5 of Michigan. That's a very soft water. When there's low  
6 hardness, scientists refer to it as being soft. So the  
7 value is conservative. It is low. And I also conclude that  
8 at three micrograms per liter it's protective for the  
9 species in the stream.

10 Q And that would include not only fish but also macro  
11 invertebrates?

12 A That's right; yes.

13 MR. PREDKO: Now the next slide.

14 Q Doctor, could you tell us about, first of all, what is  
15 dissolved organic carbon?

16 A Well, dissolved organic carbon is a term implies dissolved,  
17 it means that it is carbon that's in solution to be  
18 dissolved. Dissolved organic carbon derives from plant and  
19 animal material that's decaying usually on soil carried by  
20 water to a stream. If you've ever driven across the  
21 Mackinac Bridge and drove to Sault Ste. Marie, you would  
22 cross a couple of small rivers. If you looked, you would  
23 notice a lot of color in those rivers. So rivers with a lot  
24 of color are typically high in dissolved organic carbon.  
25 For example, if you've gone to Tahquamenon Falls in the

1 Upper Peninsula, you'll notice the river runs quite brown  
2 and it would be running on the order of 20 to 25 parts per  
3 million of dissolved organic carbon. So this is decaying  
4 plant and animal material that is in solution that is a  
5 part -- becomes part of the water body.

6 Q Now, you read the testimony, you've said, of Dr. Ejniak?

7 A I did.

8 Q And Dr. Ejniak conceded that in doing his calculations he did  
9 not factor in dissolved organic carbon. Can you tell us, is  
10 it important to factor in dissolved organic carbon?

11 A Yes. It's critically important. Over the years when people  
12 started studying what influences the toxicity of copper and  
13 other metals, including nickel, zinc, lead, cadmium, it  
14 became obvious after the EPA published its methodology for  
15 hardness adjusted, scientists recognized that hardness is  
16 not the only thing that influences the toxicity outcome.  
17 And in fact, studies have shown that the dissolved organic  
18 carbon is a molecule that's capable of absorbing metals when  
19 they're in the ionic form. So dissolved organic carbon,  
20 when I talk about it being dissolved, yes, it is some of  
21 it's dissolved, truly dissolved like putting salt into a  
22 glass, it's truly dissolved. But also dissolved organic  
23 carbon is a loose term in the sense that it's representing  
24 the amount of humic and phobic acid substances that are in  
25 water. These are large molecules. Some of them are truly

1 dissolved, some of them are colloidal size, meaning they're  
2 submicron in size, but they're still in solution. They're  
3 in the water phase and they will stay in the water phase.  
4 They're too small to settle out. These molecules have very  
5 active binding sites on them, and they're capable of  
6 absorbing large amounts of metals when the metals are in the  
7 ionic state.

8 Q And so when you have a large amount of dissolved organic  
9 carbon in the environment on which metals are deposited,  
10 what happens?

11 A Well, what happens is is these substances that we're calling  
12 dissolved organic carbon are negatively charged metals. The  
13 common metals we're talking about here, copper, nickel, are  
14 when there are -- when they are dissolved they're positively  
15 charged. They both have a plus two positive failance. And  
16 that negatives attract positives in the chemistry world.  
17 And you will find, then, that the copper and the nickel are  
18 absorbed onto the molecule. That means they're no longer  
19 available, then, for uptake by the organism. I think it's  
20 fair to comment that in the early stages of this assessment  
21 when people were making these kinds of judges, people argued  
22 as to whether or not they really were available or not. So  
23 there's lots of literature out there now showing where  
24 people have used many, many organisms and studied the effect  
25 of dissolved organic carbon on its impact on the toxicity.

1 Q Now, Dr. Adams, do you have any knowledge based on your  
2 review of materials in this case about the levels of  
3 dissolved organic carbon in and around the Salmon Trout  
4 River?

5 A I've not seen extensive data, but I've seen some data that I  
6 believe Mr. Wiitala provided to me. And I've seen values of  
7 organic carbon in the river that are in the range of three  
8 to eight, something on that order. I'd have to see the data  
9 again to be specific, but I do recall that an average value  
10 for the river was 5.5 milligrams per liter of dissolved  
11 organic carbon.

12 Q And other than -- well, strike that. Next, Doctor, could  
13 you tell us about the Biotic Ligand Model? What is the  
14 Biotic Ligand Model?

15 A Yes. Let me define the words before we define the model.

16 Q Please.

17 A So Biotic is referring to biology, meaning an organism.  
18 Ligand is a term that chemists use to describe a substance  
19 in solution that's capable of binding the metal. So in this  
20 case it could be -- it could be dissolved organic carbon, it  
21 could be suspended solids, it could be the organism itself  
22 or it could be the gill on the organism, the gill on the  
23 fish.

24 In coming to an understanding that dissolved  
25 organic carbon is important if you're going to make an

1 accurate prediction of what the toxicity is as a function of  
2 water concentration, scientists began to ask the question of  
3 why is that. Is there an underlying mechanism that we can  
4 get at so that we can better understand why dissolved  
5 organic carbon is playing a role in this?

6           There was some early work done at the University  
7 of Wyoming in Laramie where they actually exposed rainbow  
8 trout to copper. They removed the gills of the fish. I  
9 mean, you have to put all the science together, but there's  
10 long been the theory that copper is principally toxic to  
11 fish because it interferes with respiratory function of the  
12 gill and it interferes with sodium transport in the gill of  
13 the fish. So they actually exposed fish, rainbow trout, to  
14 copper, for 24 hours, removed the gills and measured the  
15 amount of copper on the gill. And it took some -- those are  
16 not very -- that's not a lot of tissue, so it took some very  
17 careful work. Once they recognized they could do that, they  
18 went back and performed a series of experiments where they  
19 varied the copper concentration. And, yes, they could  
20 indeed measure differences of the copper on the gill of  
21 those fish. And they then correlated that copper on the  
22 fish gill with mortality. And so what they derived from  
23 that is what we call a constant. And we call it the lethal  
24 accumulation constant. So what they showed was that every  
25 time they got to a certain concentration of copper on the

1 gill, the fish died.

2 And so that, of course, has been tested many times  
3 with other organisms and other species. But it was the  
4 beginning of a Biotic Ligand Model. That's one piece to it.  
5 So what we've defined is that we understand why fish die  
6 when they get copper on the gill. The same thing, we now  
7 know daphnids die when they get copper on their surfaces.  
8 And probably respiratory surfaces, but daphnids are too  
9 small to measure gills. So we use the whole body. And this  
10 has then been done for anthropoids and other organisms.

11 I previously mentioned binding to DOC, dissolved  
12 organic carbon. So to actually build a model from this you  
13 have to then be able to actually calculate where is the  
14 copper going when it's in solution. A few years ago it  
15 simply wasn't possible to do that. Because, if you go back  
16 in the early 90's, the computers weren't capable of doing  
17 the kinds of calculations.

18 A theory was beginning to emerge, but we needed  
19 sophisticated systems to do this. So to be able to actually  
20 determine where is copper going once it's in solution, so  
21 let's define copper in solution. That's usually meaning  
22 it's in the free metal ion copper plus two state. That's  
23 one form. There's others that we'll talk about later. You  
24 have to be able to then predict did the copper go to the  
25 dissolved organic carbon, did the copper go to the suspended

1 solids, did the copper go to the fish gill, did the copper  
2 go somewhere else or did it stay in solution? To do that it  
3 requires a speciation model. Speciation models were  
4 developed back in the 80's. They're computationally --  
5 incredibly computationally complex. But with computers now  
6 it's quite simple.

7 So what scientists have done was take a speciation  
8 model, a model for sorption -- okay -- another scientist by  
9 the name of Ed Tipping developed a model that allows you to  
10 predict binding to dissolved organic carbon and then the  
11 binding constants that I mentioned to the gill, by taking  
12 all of those together and solving the equation  
13 simultaneously for a given set of water chemistry, so we  
14 know the carbon number, we know the copper number, we know  
15 the concentration of DOC in solution, the concentration of  
16 particles, we know the concentration of other ions, the  
17 hardness, chlorides, sulfate and so forth, this is all put  
18 into the model and we then make a prediction what will the  
19 toxicity be for this species at this concentration.

20 Q Dr. Adams, has the EPA adopted the Biotic Ligand Model?

21 A Yes. In the most recent update on the water quality  
22 criteria document, the federal water quality criteria, the  
23 approach has been modified over the one that I just -- for  
24 copper and copper only at this time. The approach is  
25 currently at the federal level is different than the one I

1 described earlier in the way the standard is set. So, for  
2 example, I mentioned first they derive an acute number and  
3 then they apply an acute to chronic ratio. Well, they're  
4 doing something similar here except in this case they've  
5 used the Biotic Ligand Model to take all of those acute  
6 values that they've used in their Dataset and to normalize  
7 those values to a given water chemistry.

8 One of the questions that has come up over the  
9 years is is, "Why do I get one answer in one lab and a  
10 different answer in a different lab when I'm testing the  
11 same organism?" Well, you can account for most of that for  
12 metals if you adjust for the water chemistry that was used.  
13 So if one lab used -- as I showed earlier, if one lab used  
14 27 and another lab used 54, you're going to see a factor of  
15 two difference in their results, at least that much. But if  
16 you go back and take the water chemistry from each one of  
17 those studies -- and there may be 100 of them in that acute  
18 data set -- and you set the water chemistry to all -- some  
19 reasonably soft water, say, 27, you will take the  
20 variability out and you can now compare your species to the  
21 same water chemistry across a given range of concentrations.  
22 U.S. EPA has used that approach now to normalize their data  
23 to develop their final acute value.

24 So the approach now is not a water hardness  
25 adjusted value or a simple water hardness equation. It's a

1 more complex equation. And rather than show it as an  
2 equation, we simply say the values are adjusted by the  
3 Biotic Ligand Model.

4 MR. PREDKO: Okay. Go to the next slide.

5 Q You've used the word "speciation." Dr. Ejnik testified that  
6 he did not account for speciation when he did his  
7 calculations. Is it important to account for speciation?

8 A Yes. As I mentioned in the previous description of the  
9 Biotic Ligand Model, if you can't account for speciation,  
10 you can't account for the amount of binding that's going to  
11 occur to various ligands, important ligands, like the gill  
12 on -- a fish on a gill -- sorry -- the gill on a fish or you  
13 can't account for amount of binding that will go on to  
14 dissolved organic carbon. So what I --

15 Q And I should have asked you to define speciation for us.

16 A Yes. I mean, chemists use the word Chemical species and  
17 it's spelled the same as a biological species. But to a  
18 chemist, a species is referring to a specific form of the  
19 metal in a given solution type. So let's -- I use this  
20 slide as an example of chemical species of copper. If you  
21 were to take a soluble form of copper, like copper sulfate,  
22 which is often used as an algicide or Bordeaux treatment on  
23 grapes, and if you were to put it in solution, what you  
24 might find is first some free copper ions at very low  
25 levels. And free copper ions are referred to as copper plus

1 two. So they are in the ionic form. They're positive. You  
2 would also find various forms of copper hydroxide. And  
3 there are actually at least four different forms of copper  
4 hydroxide depending how you represented it. But I showed  
5 here in this figure two of the most common forms of copper  
6 hydroxide as  $\text{CuOH}^+$  or  $\text{Cu}(\text{OH})_2$ .

7 Another form of copper that exists in solution is  
8 copper carbonates. We've previously talked about hardness  
9 and we've talked about metals associated with hardness,  
10 magnesium, sodium. They're present with carbonates. Well,  
11 copper also associates with carbonates. And you would find  
12 some copper carbonates in most surface waters. Now, one of  
13 the important factors of these species is is that as you  
14 increase the pH of a system you go from this form to this  
15 form. So if you don't account for all of the important  
16 parameters in the test water, you won't know what speciation  
17 is and you will not be able to make a prediction of how much  
18 copper is going to bind on the gill of a fish.

19 Q Okay. And is that the important lesson here is that  
20 different forms or species of copper are not equally  
21 bioavailable?

22 A That's right. And they're not equally toxic. The free  
23 metal ion, the copper plus two, is the most toxic form.  
24 It's also -- it's also the one that's typically present at  
25 the smallest concentration. That's a broad generalization,

1 but that's generally true.

2 I failed to say something I wanted to say, though,  
3 that when we're getting at the importance of this, when you  
4 adjust the value of three micrograms per liter for the  
5 average amount of DOC that's present in the Salmon Trout  
6 River, that water quality standard would go from three  
7 micrograms per liter to 11 or 11.5 micrograms per liter.

8 Q And so how do you account when you're doing a calculation  
9 for speciation?

10 A The way this speciation is accounted for is actually done in  
11 the Biotic Ligand Model. The model is available on a disc  
12 now. You can get it from the U.S. EPA website. It's all  
13 set up so that all you have to put into the model is the  
14 relevant water chemistry for the site of your interest. So  
15 if you wanted to run this for the Salmon Trout, which I did,  
16 you would have to know just enough of the water chemistry at  
17 the Salmon Trout to put in there. So you would want to put  
18 in the dissolved organic carbon and you'd want to put the  
19 hardness in and other constituents of the water body. The  
20 model then calculates what the standard should be for that  
21 water type.

22 Q And we've been talking about the Biotic Ligand Model. And  
23 you prepared for us on slide 13 a chart or a diagram. Can  
24 you tell us, it seems to sum up for the Biotic Ligand Model,  
25 but tell us what's going on in this chart.

1       A     Sure.  This is a classic graphic of trying to provide a  
2            scheme for showing the importance of speciation, the  
3            importance of binding and ultimately how you make a  
4            prediction of toxicity.  And this picture is taken from some  
5            work done by Dr. Robert Santore.  He's actually at HydroQual  
6            photograph.  He is the author of the Biotic Ligand Model  
7            that has now been adopted by the U.S. EPA.  And what we're  
8            showing here is is that we're going to have some metal and  
9            most of the metals we typically talk about, cadmium, copper,  
10           nickel and zinc, are -- mercury, are plus two.  So in this  
11           case, it's represented ME, meaning metal, but we could  
12           substitute Cu there for copper.  What it's saying is is that  
13           when you've got copper in solution and you understand what  
14           the species are, and the model calculates that for you,  
15           those various species are going to compete with various  
16           ligands that exist in the water.  So you could have  
17           particulate carbon, POC, particulate organic carbon, or you  
18           could have a DOC, dissolved, meaning some is in suspension,  
19           some is particulate, but you have to -- some is dissolved,  
20           but you have to account for the amount of binding that  
21           occurs between this metal and this substance.

22                        In each one of these arrows there's a rate  
23           constant that's put in there.  So people have determined --  
24           okay -- how much will DOC absorb for this form of copper,  
25           how much will it absorb for this form of copper.  So you

1 know the actual constant that goes in there. And the model  
2 has that all built into it. Down here (indicating) you've  
3 also got other competing ions that are in the water. We've  
4 discussed hardness. And so the model has to account for the  
5 amount of calcium, magnesium that's present in the water.  
6 There are other factors like chlorine and carbonate. So  
7 those substances also have a chance to interact with  
8 particulate organic carbon and dissolved organic carbon.  
9 They also have a chance to interact with the gill on the  
10 fish.

11 This bit of it is saying, look, the fish has got  
12 to regulate both pH and its sodium content in its body.  
13 Copper in this case can interfere with the regulation of  
14 sodium and pH in the body. Calcium over here also competes  
15 for the gill and can potentially provide protection against  
16 interference of sodium regulation. This fracture also  
17 absorbs the metal, provides protection against interference  
18 here. So we're trying to do a competitive estimate of  
19 where's the metal going, how much of it will get on the  
20 gill. So remember we're back to toxicity results when we  
21 get too much metal on the gill and how much will get there  
22 under what water condition.

23 Q And so the Biotic Ligand Model is a tool to correct for or  
24 to account for some of those things that Dr. Ejnik did not?

25 A Exactly.

1 Q And did you run the results or did you run the Biotic Ligand  
2 Model for this matter?

3 A Yes. I had an associate run it for me, to be clear. But we  
4 ran the model and we ran -- and I gave one example here  
5 where we used the average DOC for the stream. And to get  
6 a -- just a feel for what -- is it really important or not.  
7 And so you'll see the criterion would go from three to 11.3  
8 if we took a typical average value of DOC in the water  
9 system.

10 Q Okay. And so it's the level of dissolved organic carbon  
11 that will bind with the copper will actually increase the  
12 water quality level?

13 A Yes. As you increase the -- it is fairly linear in that  
14 regard. And as you increase the dissolved organic carbon,  
15 holding everything else constant, the water quality standard  
16 would go up. And to be -- to make sure that it's understood  
17 what the federal government is recommending is is the way  
18 they view this approach being used is permits are set site  
19 by site. And what they envision in the use of this is is  
20 that when you are setting your permit limit for your site,  
21 we put the water chemistry for your site into this model and  
22 you calculate what the copper standard would be for your  
23 site. So unlike other water quality criteria where they  
24 say, well, the chronic number for the U.S. for  
25 hexochlorobenzene is some number, one part per billion, and

1 that's the number everywhere, there is no one number for  
2 copper for the U.S. It is a Biotic Ligand Model  
3 calculation, and it's recommended that it be run site by  
4 site by site.

5 Q And so the new chronic copper criterion that you calculated  
6 with the Biotic Ligand Model, 11.3, then, and so the levels  
7 are able to get up to the 11.3 without effects on fish?

8 A That's correct.

9 Q And specifically here we're talking about brook trout? Is  
10 that the -- or is it protective of all?

11 A Well, it'd be protective of all species, recognizing that as  
12 far as we know all species are reacting the same way. That  
13 maybe leaves myself open a little bit by saying it that way,  
14 so let me comment on all we know. In doing this European  
15 risk assessment, we were challenged repeatedly on that  
16 issue. So what we had to do was go back and expand the  
17 database that we had on species that had been tested. And  
18 we did that. So we went and looked at various taxa that had  
19 not been tested to see if this group of organisms still  
20 reacts the same way. If we put this much copper into a test  
21 system, could we predict the toxicity for that organism  
22 before we even did the test? Then you do the test and you  
23 ask yourself, "Okay. Did I predict the answer right?" So  
24 that was one way of validating it.

25 Another way of validating it, and I just published

1           this paper this -- in fact, it may be in press yet. It  
2           might not be quite out. We looked at waters around the  
3           world. We collected waters from Chile, looked at waters  
4           from San Francisco and some waters from Europe, and we  
5           predicted what the toxicity would be in those waters. And  
6           those waters were selected purposely to have a wide range of  
7           hardness, DOC, pH and other parameters. We made a  
8           prediction of the toxicity before putting any organisms in.  
9           We then verified the toxicity by testing each one of those  
10          waters with *Daphnia magna*, in some cases with other species.

11                         In the final risk assessment report in Europe, we  
12          received acceptance of -- by the member states of Europe  
13          that in fact it appears based on extensive data now that  
14          this approach works for all the organisms that are in the  
15          Dataset. And that Dataset reflects, then, the Biotic Ligand  
16          Model applied to all organisms in the Dataset at a given  
17          water chemistry.

18          Q         And so given the DOC values in the Salmon Trout, you would  
19                     expect all species in the Salmon Trout to be protected at  
20                     that level?

21          A         Yeah. Let me -- yes. I think it's fair to point out,  
22                     though, that DOC also varies in the stream. Sometimes it'll  
23                     be higher and 11.3 would be bigger. And there would be  
24                     times where the DOC would be lower. So in those cases, you  
25                     would not expect as much correction.

1 Q And again, you used for your correction the average or  
2 mean --

3 A I used -- I used the average.

4 MR. PREDKO: Your Honor, we're about to move on to  
5 another subject matter, and I notice that it's about  
6 lunchtime.

7 JUDGE PATTERSON: Okay.

8 (Off the record)

9 Q Dr. Adams, we're about to move on to another topic. But  
10 before we do, can you tell us -- and this is the area that  
11 we just covered. But what happens to the water quality  
12 standard for the Salmon Trout River when it is corrected for  
13 the presence of dissolved organic carbon?

14 A Yes. As we discussed this morning, it's a dissolved organic  
15 carbon, and its ability to reduce toxicity of copper to  
16 aquatic organisms, you can recalculate the water quality  
17 standard using an approach published by the USEPA in its  
18 last update of the copper criteria document in 19- --  
19 sorry -- 2006 in using this Biotic Ligand Model approach.  
20 And an average dissolved organic carbon for the Salmon Trout  
21 of 5.5 parts per million, the standard would go from 3 to 11  
22 micrograms per liter.

23 Q The next area that I would like you to cover is aquatic  
24 species sensitivity to mercury. And again, you've created  
25 some slides to help us go through this. But can you first

1 tell me, what is the most common form of mercury in streams?

2 A The most common form of mercury in streams and flowing water  
3 systems is inorganic mercury. Inorganic forms are forms  
4 such as mercury chloride, for example.

5 Q And have brook trout been tested within organic mercury?

6 A I have not found any data for brook trout -- chronic data  
7 for brook trout, so no. To my knowledge, no.

8 Q Have other species in the same family as brook trout been  
9 tested for mercury?

10 A Yes. There are data for Coho salmon, for example.

11 Q Now, you indicated on the slide here water quality standard  
12 for inorganic mercury for the Salmon Trout is .77 micrograms  
13 per liter. Where does that come from?

14 A That value is a value that has been selected by the state of  
15 Michigan as a water quality standard for protection of  
16 aquatic organisms.

17 Q Okay. And is this another standard that Michigan has  
18 adopted from the EPA?

19 A I can't answer that directly, because I spent most of my  
20 time looking at species sensitivities on the federal  
21 document and only selected the state final value from their  
22 document in terms of what they selected. So whether they  
23 did a direct one-to-one adoption from the federal document,  
24 I can't respond.

25 Q And what will this value, the .77 micrograms per liter,

1 protect?

2 A This value is designed to protect most of the species that  
3 are in fresh water systems.

4 Q Now, the next bullet point, the value set by the state of  
5 Michigan for protection of wildlife and humans is a much  
6 lower value, .0013 micrograms per liter. Can you tell us  
7 what this value is set to protect and how this value is  
8 calculated?

9 A Yes. Most water quality standards, like the .77 or the 3  
10 micrograms for copper, those are based on studies that are  
11 done with either acute or chronic toxicity studies for the  
12 aquatic organism. There was a program initiated back in the  
13 80's called the Great Lakes Water Quality Initiative, and  
14 that program was set up to derive a value for mercury and  
15 dioxins that would not only be protective of aquatic  
16 organisms themselves but for organisms that are dependent  
17 upon aquatic life. So for example, birds, mink, other  
18 organisms that are known -- otters, that are known to feed  
19 on fish, this value is set up to be protective of those  
20 organisms as well as the organisms, aquatic organisms. In  
21 order to do that, they had to take into account not only  
22 water exposure; they had to take into account dietary  
23 exposure. Taking those two together and considering the  
24 fact that mercury does accumulate through the food chain, in  
25 order to back-calculate a value in water that would make

1           sure that the fish levels are not too high, this is the  
2           value that was calculated.

3       Q     Okay.  And so this value, the .0013, is based on toxicity  
4           levels for mink?

5       A     Yes.

6       Q     And if we go to the next slide, Doctor, you prepared for us  
7           a diagram here to show aquatic species' sensitivity to  
8           mercury and some of the levels that we just discussed for  
9           Michigan.  Can you take us through this diagram?

10      A     Yes.  This diagram is similar to one I showed this morning,  
11           so -- but let me sort of give a little tutorial on this.  
12           Along the X axis on the bottom we're looking at mercury  
13           concentration in water expressed in micrograms per liter or  
14           parts per billion.  On this axis, the vertical axis, we're  
15           looking at species sensitivity distribution; I labeled it.  
16           It's actually -- the values are running from 0 to 1.  This  
17           type of graph is actually called a cumulative frequency  
18           distribution graph.  And what we're looking at is the range  
19           of toxicity values that are ranked in order of their  
20           toxicity.  And it's set up this way with values from 0 to 1  
21           simply so that at any point if you want to know what's the  
22           50th percentile species that's sensitive at that percentile,  
23           you can draw a line along this (indicating) way and say,  
24           "Well, that species is the 50th percentile.  This is the  
25           10th.  This is the 5th percentile."

1                   Why do it that way? Well, the state -- the USEPA  
2                   federal guidelines requires that 95 percent of the species  
3                   of the nation's surface waters be protected. So with this  
4                   kind of graph you can quickly calculate where the 95th  
5                   percentile is. Each one of these dots here reflects, then,  
6                   a different test that has been performed. In this case  
7                   these are your standard chronic tests where water exposures  
8                   over long periods of time. And then I put a few arrows on  
9                   here just to make the point there's a bit of discussion. If  
10                  there was a brook trout I would have put it there, but the  
11                  best I could do was put a sum on it for Coho; it's at about  
12                  the 55th percentile most sensitive. Some other fish species  
13                  are more sensitive, by the way; fathead minnows are more  
14                  sensitive; blue gills are more sensitive. But this happens  
15                  to be where the salmon species is. We've had a bit of  
16                  discussion about stoneflies, mayflies, caddisflies. Well,  
17                  for those species that have been tested on a chronic basis,  
18                  they are the least sensitive.

19         Q        Okay. And again, on a chronic basis you mean what?

20         A        On a chronic basis I mean a long-term study that encompasses  
21                  a majority of their life cycle.

22         Q        And so as far as sensitivity to mercury, then, what can you  
23                  extrapolate about brook trout based on the values for  
24                  salmon?

25         A        Well, it would be an extrapolation. And once again, the

1 guidelines require protection of 95 percent of all species  
2 with a caveat; if there's a commercially important species  
3 that appears to be the below the criterium that's set, the  
4 government has the right to set the number lower to protect  
5 commercially important species. I would -- the only  
6 information I have would be to come back to the salmonids  
7 species and say it would probably be at least that  
8 sensitive. But it hasn't been tested.

9 Q And you also have on this diagram -- and I'm not sure if you  
10 mentioned it. If you did, I'm sorry. I'll ask you to  
11 repeat yourself. But there's a Michigan acute standard  
12 there.

13 A Yes. When water quality standards are set up, they set up  
14 acute standards and chronic standards. And those are used  
15 in different ways in setting permits for discharges to  
16 surface waters. And so -- and it's written into your  
17 permit, then, what you're allowed to do in terms of a mass  
18 of material that's allowed to be discharged that translates  
19 to concentration; first, to ensure that you don't cause  
20 lethality or acute toxicity; second, over the long term you  
21 may not exceed the long-term chronic value for protection of  
22 the full life cycle in sensitive organisms. So when you  
23 actually get a permit, there are two different conditions in  
24 your permit. And so they're set at 1.4 micrograms per  
25 liter -- and the numbers are kind of run together there.

1 I'm sorry -- but they're 0.77 micrograms per liter.

2 Q I'd like to move on to the next topic, which is olfactory  
3 response and copper. First of all, what is olfactory  
4 response?

5 A Olfactory response is a term that's used to describe the  
6 ability that fish have to sense chemicals. So in the nares,  
7 or the nasal passages of a fish, they are able to chemically  
8 sense the presence of chemicals in water. And, in fact,  
9 it's that ability to sense chemicals in water that allow  
10 certain species to come back to the stream to spawn in which  
11 they were originally raised. And, in fact, some fish  
12 hatcheries do what they call chemical imprinting. They  
13 actually expose salmon, for example, on the west coast in  
14 fish hatcheries to a chemical called morpholine. Now, the  
15 reason for that is that the fish as juveniles imprint on  
16 this -- they've learned this, now -- chemical. When they're  
17 released they'd perhaps, depending on the species, be out in  
18 the ocean two to four years. When they come back, if  
19 there's a small amount of morpholine dripped into that  
20 stream near the fish hatchery, they will find that stream  
21 and they'll come right back to the fish hatchery.

22 So I believe that it's important for the fish  
23 species, particularly salmonids, to be able to come back to  
24 their home range to find the stream in which they were born.

25 Q What has studies shown about the effect of copper on

1           olfactory response?

2           A     There's been a number of studies that have been done.  
3           Actually, a friend of mine who said he did a literature  
4           review said he found approximately 100 studies that have  
5           looked at olfactory response, ability of fish to detect  
6           chemicals and in particular copper. Copper is not the only  
7           one, but it is a chemical that is frequently looked at. And  
8           there are a rather large number of reports indicating that  
9           at low concentrations of copper, perhaps at or below in some  
10          cases, people have argued that concentrations below the  
11          water quality standard interfere with the ability of  
12          salmonids to find their home stream. These studies are done  
13          in the laboratory. They're set up with test water where  
14          copper is put into the test water. The fish is put into  
15          flowing water, and the fish has a choice in terms of -- it's  
16          a behavioral-type study. The fish has a choice in finding a  
17          certain section of this fish stream that's set up. And what  
18          they show is is that they're unable to make the right  
19          choice.

20          Q     Who is the primary author of those studies?

21          A     Well, a couple of studies that have gained some prominence  
22          were done by an individual by the name of Dr. Hansen and his  
23          co-authors. And I'm aware of two publications that they  
24          had. Dr. Hansen did his work at the University of Wyoming  
25          in Laramie, Wyoming, and did work in that laboratory with

1 salmonids using water from a well system; not regular water,  
2 so a very clean water, so a very soft water, low in  
3 dissolved organic carbons, low in hardness. So this test  
4 system would have been designed to maximize the potential to  
5 see the effects.

6 Q And did Dr. Hansen in his study consider the effects that  
7 dissolved organic carbon may have?

8 A No, he did not. And, in fact, very few of the studies that  
9 have been published have considered whether or not DOC,  
10 dissolved organic carbon, would provide a substrate for  
11 which would reduce the bioavailability and hence reduce the  
12 potential to interfere with olfactory response. I recently  
13 started a small research project on this project. And I've  
14 been doing it with Dr. Joe Meyer, who was working at the  
15 Laramie laboratory at the time this work was done. And when  
16 Dr. Hansen and his co-authors did this work, they didn't  
17 consider DOC, and furthermore they didn't publish the actual  
18 value of DOC that was in their water. If Dr. Meyer, having  
19 worked at the lab for many years -- he was a professor at  
20 the university there -- knew that the water -- the amount of  
21 DOC in that water would have been very, very low. I think I  
22 previously mentioned that most surface waters would have 1  
23 to 5 milligrams per liter of DOC. The Salmon Trout averages  
24 5.5. I expect around 1 in Lake Superior. We went back to  
25 the laboratory. I had Dr. Meyer go back to the laboratory

1 and collect the water sample from the same system that they  
2 used before; in fact, several samples. And we had it  
3 analyzed. And the amount of DOC in the well water that was  
4 used as the test system there, in fact, had very low levels,  
5 .05, so a factor of 100 less than what we find in the Salmon  
6 Trout River.

7 Because of the importance of DOC, this would have  
8 profound effects on the study. For example, if he had run  
9 that study with 5 milligrams, not .05, our hypothesis is  
10 that he would have got very dramatically different results.  
11 To follow that up, then, what we did was we were fortunate  
12 enough to have a paper be published in 2008 by an individual  
13 by the name of Dr. McIntyre, who works for NOAA, National  
14 Oceanographic Atmospheric Administration, in Seattle. He's  
15 a reputable scientist. He published a paper on olfactory  
16 response for salmonids. They also thought that DOC would be  
17 important in terms of whether -- whether or not the fish  
18 would detect copper. In fact, they investigated not only  
19 dissolved organic carbon; they investigated hardness as  
20 well, which is the classical substance known to reduce metal  
21 toxicity. They published a paper; reported that, in fact,  
22 hardness did provide some small protection. They did note  
23 that DOC in their test system, and they -- it ranged from  
24 less than 1 to around 6 microgram- -- 6 milligrams per  
25 liter, so certainly the range of interest to us for the

1 Salmon Trout River.

2 They reported that, in fact, they found some  
3 modification of the toxicity; in other words, when they  
4 increased the DOC, in fact the toxicity decreased or became  
5 less slightly. Nothing as dramatic as I showed here this  
6 morning for the Salmon Trout where I showed it going from 3  
7 to 11, or almost a factor of 4; they were talking about  
8 factors of 2. And in their conclusions they concluded that  
9 while there is some potential, that they didn't consider  
10 either hardness or DOC to be a major -- for protection of  
11 olfactory response. However, we noticed in that paper that  
12 there was a discrepancy between the toxicity values they  
13 were reporting in one table versus the way it was presented  
14 in the figures. And Dr. Joe Meyer, who is a good  
15 computational chemist, went through this, contacted the  
16 authors, had quite an extensive round of discussion with the  
17 original author, and finally together they concluded that  
18 what they had published in that one figure was in error;  
19 that, in fact, you might see differences of factor of 4.  
20 The author has agreed to republish the figures and has  
21 submitted this figure now to the Environmental Science and  
22 Technology.

23 We, in turn, got his data and took a look at the  
24 dissolved organic carbon data and the toxicity values --  
25 excuse me a moment. We used the Biotic Ligand Model that I

1 previously mentioned, which is designed -- to be perfectly  
2 honest, it's designed for gills. It is designed to estimate  
3 the toxicity in fish as a function of a copper on gills. So  
4 we are asking ourselves, "Well, if I apply this same model  
5 and assume that the nasal passage is somewhat similar to a  
6 gill, can I get close to making accurate predictions as to  
7 what they saw?" So basically this is -- as I said, it's  
8 preliminary research. We haven't published it yet. But  
9 when we run the model on this and we make this prediction,  
10 we get pretty close predictions between what we would expect  
11 and what we see from the use of the model. To do this  
12 correctly longer term it's our goal to actually go back and  
13 instead of having a measured constant for copper to gills,  
14 we will need a measured constant from copper to the nasal  
15 passages of a fish. That would increase the accuracy of the  
16 model.

17 But what the data shows today is is that if you  
18 have the presence of DOC in the normal concentrations that  
19 you find in surface waters of the U.S., it is going to  
20 provide protection against olfactory detriment. And at the  
21 standards that are set for that -- set for a given stream  
22 based on the Biotic Ligand Model, it will be protected.

23 MR. DYKEMA: Your Honor, I'd move to strike the  
24 extensive recitation of hearsay in that last narrative  
25 response. I'll just leave it at that.

1                   MR. PREDKO: Well, your Honor, he's talking about  
2 studies that Dr. Adams and other experts commonly rely on.  
3 And that kind of evidence is admissible, especially in this  
4 proceeding, under APA 75.

5                   JUDGE PATTERSON: I'll overrule.

6       Q       Now, Doctor, I was about to ask you, and would that apply  
7 here to the Salmon Trout River?

8       A       Well, the issue here on the Salmon Trout, of course, is the  
9 issue of the coastal brook trout, which spends part of its  
10 life history in the stream. And because it's one of the few  
11 remaining populations that returns -- goes out into the lake  
12 and returns, the supposition is that it would be very  
13 important for those fish to find their home stream to come  
14 to spawn. And my conclusion would be is that with the  
15 amount of organic -- dissolved organic carbon that's present  
16 in the Salmon Trout, it would be more than adequate to  
17 protect from any olfactory problems that would occur.

18      Q       The next subject that I'd like to discuss is food chain  
19 accumulation of mercury. You talked a little bit about  
20 inorganic mercury and had some discussion of organic  
21 mercury. Can you give us some more information on that?  
22 And first of all, maybe to give us a little more context,  
23 tell us about common examples of mercury.

24      A       Sure. The most common example of mercury that I think most  
25 of us are familiar with is what we used to see in

1 thermometers. So the silver liquid, often called  
2 quicksilver, that many of us as children chased around on  
3 our desktops -- or at least some of us did -- is elemental  
4 mercury. So a chemist would call it zero-valent mercury.  
5 It's not ionic. It is the -- the element is placed on the  
6 periodic chart, so to speak. Another form of mercury is --  
7 and that is inorganic, meaning there's no organic substance  
8 to it. Other inorganic forms include mercury compounds.  
9 Classic ones are mercury chloride or mercury sulfate or  
10 mercury nitrate.

11           Organic forms of mercury, though, are really what  
12 are important in terms of food chain accumulation. Most  
13 often mercury is released from point sources as an inorganic  
14 form. And when it's introduced into water or into soil in  
15 some cases, the organisms that are present there,  
16 particularly the bacteria and particularly in environments  
17 that are rich in carbon and environments that are lacking  
18 oxygen, the mercury is changed to an organic form, and this  
19 is called methylation. It's called methylation because the  
20 form of mercury that is produced, there can be two different  
21 forms, monomethylmercury or dimethylmercury. And a chemical  
22 term, methyl is a CH<sub>3</sub> group, so you've added carbon and  
23 hydrogen onto the element mercury, giving it properties of  
24 both a metal and an organic substance. The uniqueness of  
25 this is, is that a methylmercury is much more accumulative

1 in organisms than inorganic mercury and is the principal  
2 form that is transported up through the food chain.

3 If you were to take a fish and analyze it for  
4 total mercury, which is what is most often done because it's  
5 the easiest to measure for, what you would find typically is  
6 90 percent or more of that is present in the fish as  
7 methylmercury, sometimes as high as 99 percent.

8 Q Now, you talked about the food chain. Can you tell us, what  
9 is biomagnification?

10 A Biomagnification is a term that's used to describe that as  
11 you go from one segment in the food chain to a higher  
12 segment in the food chain, you get an increase in the  
13 concentration of the substance. As an example, if you -- if  
14 a fish was eating an invertebrate and there was no  
15 biomagnification, you would say the fish is at -- if the  
16 mercury was one part per million in the invertebrate it ate  
17 and if there was one part per million in the fish, you would  
18 say there was no biomagnification because they both have the  
19 same concentration. However, when you look at an increase  
20 of mercury from one level to the next level and it gets  
21 larger, so we had one part per million in the invertebrate  
22 and we've got two parts per million in the fish, that is an  
23 indication of a small amount of biomagnification.

24 The term really applies across multiple steps in  
25 the food chain. It's rarely used to look at one step. And

1 I will show in a later slide how this works, but in concept  
2 and in definition in textbooks, for example, you will find  
3 it discussing increase across at least two steps. And the  
4 reason for that is, is that there are certain -- not all  
5 organisms accumulate mercury the same way. You can go to --  
6 take a particular organism like a barnacle, for example, and  
7 you can see that they probably will have an increase in one  
8 step in their diet where you may look at ten other organisms  
9 and not see it. But when you track it across from algae to  
10 invertebrates to fish to birds, for example, and you see it  
11 increasing across each step of that food chain, this is  
12 referred to as biomagnification.

13 Q Do some substances increase in the food chain more than  
14 others?

15 A Yes. The term was first applied not to metals but to  
16 organic substances. And in particular, it was applied in  
17 early days, back in the 60's to DDT and you may recall that  
18 one of the famous books that came out was one by Rachel  
19 Carson I think in 1963 called Silent Spring, and she  
20 heralded this kind of issue already that people were aware  
21 of DDT passing through the food chain, getting into the eggs  
22 of birds causing eggshell thinning and declines of birds.  
23 And I will show in a moment some data.

24 Another substance well-known particularly in  
25 Michigan for biomagnification is our PCB's, polychlorinated

1 biphenyls. But relevant to this case, it is also known that  
2 mercury biomagnifies.

3 Q And you've prepared for us a slide, slide 24. And this  
4 slide shows bioaccumulation of DDT. Could you take us  
5 through this slide?

6 A Sure. Go get the full impact of biomagnification, it needs  
7 just a little bit of explanation, but clearly you can see as  
8 you go from left to right the numbers get bigger. And along  
9 the bottom are various species starting with plankton, so  
10 they're at the bottom of the food chain, shrimp, further up,  
11 fish, another fish and then four birds. And this was data  
12 published at Woodwell, et al in 1967, a rather seminal  
13 paper at this point. And what's on this axis are numbers  
14 going from 1 to 10 million. And this BAF is a term that's  
15 bioaccumulation factor. So let me explain that.

16 A bioaccumulation factor is a ratio between what's  
17 in the water and what's in the tissue. So let's take the  
18 plankton. This plankton organisms have -- they're at 1,000,  
19 so they have 1,000 times more DDT in a plankton than what  
20 you're going to find in water. That, by the way, is not  
21 unusual. You would see that for many substances in the  
22 first step, about a thousandfold difference between water  
23 and the first step in the food chain. What doesn't happen  
24 in many chemicals is, is that it never gets any higher than  
25 that. The next organism feeds on the plankton. He has the

1 same level. The fish feeds on it. They have the same  
2 level. The bird feeds on it, and it doesn't go up. This is  
3 clearly not the case here with DDT. As we go from the  
4 plankton to the shrimp, the shrimp is already at about  
5 3,000. So this shrimp being exposed to water and feeding on  
6 this plankton now has got 3 times as much as this plankton  
7 did. By the time we get to this fish, it's at about 12,000.  
8 So now this is 12 times more than the plankton. When we get  
9 to this first common bird, common tern, it's at almost  
10 100,000. So this organism has about 100 times what the  
11 plankton had in it. So gives you a relative feel of  
12 biomagnification. Across that fourth step we see an  
13 increase of about a factor of 100.

14 Q And you also provided a slide, the next slide, slide 25, to  
15 show bioaccumulation of mercury and some other metals.

16 A Yes. I was asked to speak to this by the US EPA Office of  
17 Research and Development a few years back, 2000, 2001,  
18 something like that, and I prepared this slide. And the  
19 issue was about bioaccumulation factors and then transfer to  
20 higher organisms, so this is not quite as sophisticated as  
21 the previous slide, but I do introduce another term that I  
22 need to define here. Fish trophic transfer factors, when we  
23 talk about biomagnification, that's the word that describes  
24 the increase over time.

25 Trophic transfer is just a trophic level is one

1 step in the food chain. So in going from one step to the  
2 next step is referred to as a transfer factor. So in just  
3 plain language, if the plankton hit 1 part per million and  
4 the fish had 2 part per million, that's a trophic transfer  
5 factor of 2. If you have a trophic transfer factor of 1, it  
6 means that what the fish -- the fish has the same  
7 concentration as what it was feeding on. So for these --  
8 for this particular calculation we didn't go to birds. We  
9 only went to large fish, and then we looked at what was in  
10 their diet. So for mercury again, we see trophic transfer  
11 factors of averaged 6 for the dataset that we looked at. I  
12 put selenium in here because I probably have published more  
13 on selenium than any other metal. It's a material I did my  
14 Ph.D. thesis on, and I'm involved with it almost on a daily  
15 basis.

16 And the selenomethionine being an organometal  
17 again like methylmercury, I thought it would be a reasonable  
18 comparison, and you should take the form of selenium that  
19 would be most likely to bioaccumulate. It's about 1. Lead  
20 is -- there's a number of articles showing that as you go up  
21 the food chain in lead, it actually decreases a little.

22 Q And how does that happen, Doctor?

23 A Well, one way it happens is -- I mean, this is a little bit  
24 of a generalization here because I'm using multiple fish and  
25 varied diets, to be open about it. But not all organisms

1           treat metals exactly the same way. So even for a given  
2 metal, different organisms excrete it at different rates and  
3 they uptake it at different rates. And some of the larger  
4 organisms excrete lead at a higher rate than some of the  
5 organisms lower in the food chain. And copper, once again,  
6 also, as you move through the food chain, is slightly less  
7 than 1. So we do not see a buildup of copper in the food  
8 chain. The same is true for nickel. And I would add, from  
9 having reviewed a lot of literature on this, the literature  
10 is fairly replete with examples where copper does not  
11 biomagnify.

12       Q     Now, Dr. Adams, you said that you reviewed the testimony of  
13 Dr. Strand for the Petitioners in this case; correct?

14       A     Yes. I reviewed, not all of it, but some of it and  
15 particularly the part that related to bioaccumulation and  
16 biomagnification.

17       Q     Now, Dr. Strand testified that the transfer of metals or  
18 mercury through the food chain could increase by as much as  
19 100 at each level. Do you agree with that?

20       A     No. I think his -- he used an energetic model to try to  
21 make this demonstration that as you go up the food chain at  
22 successive levels, because as the organism gets bigger, you  
23 have to eat more, and therefore you actually accumulate  
24 more. And his testimony was interdispersed with references  
25 to mercury, sometimes metals. One time he made reference to

1 lipid accumulation, and of course that's not important for  
2 metals. And I suspect what he had in the back of his mind  
3 was discussion around materials like DDT or PCBs. But I've  
4 already showed for DDT, which is one of the more -- is one  
5 of the substances with some of the higher biomagnification  
6 that I've ever seen, that the step changes are not a factor  
7 100 from one level to the next. They tend -- I did show 1  
8 of 10 or 11, but I don't see factors of 100.

9 But there's something more fundamental here. This  
10 bioenergetic approach that he talked about, well, it has  
11 been used to model PCBs in Lake Michigan, for example. US  
12 EPA has used it and there is papers out describing how you  
13 could use a model that accounts for the amount of food, the  
14 calories you get, the levels of PCBs, and they built a model  
15 around that. It does work for PCBs. It's definitely not  
16 appropriate for metals. And the papers that I -- this slide  
17 that I put here is -- you know, is evidence that at least  
18 for lead, copper and selenomethionine, because that's all  
19 I'm showing, that these trophic transfer factors are less  
20 than 1.

21 Q And does the literature support that copper, nickel or  
22 selenium would increase significantly?

23 A Let me address those maybe separately. We had to look at  
24 copper extensively as part of this European risk assessment  
25 that we discussed this morning so -- in submitting that

1 report which had been provided. We looked extensively at  
2 this, and we do not find that copper biomagnifies through  
3 the food chain. And that result has been accepted by the  
4 European Union. Selenomethionine has not -- or selenium has  
5 not undergone that same sort of rigorous review, but there's  
6 multiple papers in the literature. There is one paper  
7 published by Dr. Robin Stewart who works for US Geological  
8 Survey in California who looked at selenium transfer through  
9 the food chain in San Francisco Bay, and she did show a  
10 small amount of biomagnification in one part of the food  
11 chain when she was able to use regular -- she was able to  
12 stable isotopes, traced the diet through a portion of the  
13 food chain and showed that for water to plankton to a  
14 particular clam, you do see some biomagnification less than  
15 a factor of 2 but still a little bit. Otherwise we don't  
16 see it. I have not seen for nickel. I have not seen it for  
17 lead. I looked a lot of times at selenium in other  
18 environments, and I have not seen it.

19 Q And how does the length of the particular food chain affect  
20 your analysis?

21 A There's a number of factors that actually come into play  
22 when you're looking at biomagnification. One is the length  
23 of the food chain, so how many steps in the food chain is  
24 there before it gets to the organism? Because as we showed  
25 in the previous slide, if you're the fourth one up and

1 you're feeding on number 3, your diet is going to be much,  
2 much higher than if you were feeding on number 2 in that.  
3 So the more steps there are before you feed on a diet that's  
4 containing PCBs or DDT is going to have a big impact on what  
5 resides in your body. Now, I'm contrasting that to metals  
6 where, of course, that's not going to make any difference in  
7 the metal environment because it's not accumulated as you go  
8 through the food chain. It's not going to matter whether  
9 you're -- if you're number 4 feeding on number 3.

10 There's a couple of other factors that are  
11 important, and US EPA has laid these out quite nicely in  
12 their report to Congress for mercury. One of them is age of  
13 the fish. For example, most of the discussion usually comes  
14 around fish and how many trophic levels are there of fish in  
15 the Great Lakes, for example. Quite often they put them in  
16 four different categories depending on their feeding  
17 strategies, whether they're bottom feeders, they're  
18 planktivores or whether they're a first trophic level  
19 carnivore or they're a top-level carnivore. So where you  
20 are in this trophic status is important.

21 The of the fish is important and how long has it  
22 been exposed and how long has it been to feed. And finally,  
23 the size of the fish is important. And one other very  
24 important factor for PCBs and DDT is what's the body fat of  
25 the organism? Because these organism -- these materials are

1 known to be soluble in body fat. They call it lipid  
2 soluble. Organisms like lake trout which have higher body  
3 fat than other species tend to have higher levels of PCBs  
4 and DDT.

5 Q Now, with respect to bioaccumulation of mercury, what would  
6 you conclude about bioaccumulation of mercury in the Salmon  
7 Trout?

8 A Well, we don't have a lot of data that work with, so I can  
9 only say and reflect on what I've learned from other sites  
10 and how it might apply here. So first of all, if there's  
11 fish tissue data for the Salmon Trout, I haven't seen it.  
12 So I actually don't know what the concentrations of mercury  
13 are in fish in the Salmon Trout. But I have seen numbers  
14 for the water concentration. And the numbers that I've seen  
15 are in the range of 1 to 3.5. I guess I saw 1 value of 5  
16 parts per trillion, not parts per billion, so we've been  
17 talking micrograms per liter for copper which is parts per  
18 billion. Now we're talking nanograms per liter parts per  
19 trillion so a factor a thousand lower. So copper water  
20 quality standard is at 3 micrograms per liter. I'm now  
21 talking about concentrations of total mercury in the Salmon  
22 Trout at 1,000 times, actually 3,000 times less. So they're  
23 ranging 1 to 3 parts per trillion. Those are the  
24 concentrations that have been -- that I've seen that have  
25 been reported for the Salmon Trout. So I cannot say what

1 the fish stations would be, but based on looking at these  
2 levels in other parts of the world, I would predict that the  
3 fish there are going to be somewhere in the .1 to .2 part  
4 per million of mercury.

5 Q And how does the oxygen content of the streams affect that  
6 analysis?

7 A Well, as I mentioned earlier, most mercury that enters in  
8 the water systems comes as an inorganic form. And for the  
9 streams in particular that have short residence times from  
10 the headwaters to the lake, you're not going to have a lot  
11 of time for convergence to occur. To be more specific, you  
12 don't have a long residence time that allows for inorganic  
13 mercury to be converted to organic forms, methylmercury.  
14 Nevertheless there would be some of that. But in my  
15 assessment here, based on what I've read from other streams,  
16 I have assumed that while there's 1 to 3 parts per trillion  
17 of mercury in the stream -- total mercury, I am assuming  
18 that most of it is inorganic mercury. Once again, I have  
19 not seen any data that would split this out.

20 Q The next --

21 A Can I --

22 Q Sure.

23 A I didn't answer one aspect of your question. I'm sorry.  
24 The importance of oxygen, which is what you asked me, is  
25 that in -- you have a very oxygen-rich environment in the

1 Salmon Trout River. It's usually oxygen-poor environments  
2 where you see the greatest conversion of inorganic mercury  
3 to methylmercury.

4 Q The next topic and we covered this a little bit yesterday  
5 with Dr. Kapustka, and that is the fate and transport. And  
6 this is a slide that we looked at with Dr. Kapustka, but can  
7 you tell us what this slide means to you?

8 A Yes. Thank you. The reason we -- I decided to use this  
9 slide again today was that we're eventually going to have a  
10 discussion, I'm going to give testimony as to what  
11 concentrations might get to the Salmon Trout River as a  
12 result of air deposition. And there's a number of factors  
13 that actually affect the rate and extent of which metals  
14 move through ecosystems. And so this diagram here is  
15 intended to provide an opportunity to have a discussion  
16 around inputs to a system, what happens in a system and how  
17 much leaves it. So if we want to make a system, for  
18 purposes of our example, be the distance from the mine shaft  
19 vent to the Salmon Trout River, if that's the system and  
20 that's the system I'll be talking about today 'cause that  
21 was the area that Dr. Ejnik used in his testimony and we  
22 will eventually get to that. Then we will talk about, okay,  
23 we have inputs coming from the mining operation, and in this  
24 case the inputs are atmospheric inputs. It's assumed that  
25 it's coming out as a -- and expressed as PM-10 as well as

1 metal particles. And we have some output, meaning in this  
2 case, some unknown, unquantified amount might reach the  
3 river. And if you do what we call a mass balance, if you  
4 can measure all the components of this system and all of the  
5 amount that's leaving, they should add up to what went into  
6 the system. That's usually difficult to do and it depends  
7 on how good your analytical results are. But the idea of a  
8 system is, is that if you've got the mass balance  
9 understood, then you've actually demonstrated you understand  
10 your system. So maybe we could go to the next slide.

11 Q Sure. The next slide, slide 29, Doctor, we do have wetlands  
12 in the area of the Salmon Trout, and you've created a  
13 diagram to show us how fate and transport may work in a  
14 wetland. Can you explain this diagram, please?

15 A Yes, I will. And the reason I put that there is that much  
16 of the area of the headwaters around the Salmon Trout are  
17 classified as wetlands. Some of it, indeed, is wet. Others  
18 of it are jurisdictional wetlands, but -- and this model is  
19 intended to show that we've got some deposition coming in by  
20 air transport. and we'll talk about amounts later. We may  
21 have some movement of metals across land a function of  
22 rainfall, for example, or snowmelt perhaps. These  
23 constitute the inputs into this area we'll call the  
24 headwaters of the Salmon Trout for purposes of this  
25 discussion.

1                   After these two input parameters are -- have  
2 allowed to operate, then the issue becomes, okay. Now it's  
3 on the soil, and what's happening? So we see a number of  
4 complex reactions that can occur on soil. Soil types in and  
5 around the headwaters of the Salmon Trout are rich in plant  
6 life. They're also rich in organic matter in the soils.  
7 Some of it has some conifers, forested. Some of it has a  
8 number of smaller tree species, dogwoods for example,  
9 perhaps some willow, lots of ferns, grasses. And because  
10 I've explained at some length today already the importance  
11 of organic carbon and binding metals, particularly copper  
12 but also nickel, we would expect that as the metal is  
13 deposited onto the soil or moved into this area by water  
14 flow, we would expect a large amount of absorption.

15                   We would also expect some complexation. So let me  
16 explain the difference. Absorption means the dissolved  
17 organic carbon has pulled it in. The carbon being negative,  
18 the metal being positive, they're attracted. Complexation  
19 is a different process. Metals are known to complex with  
20 other ions. Same sort of process, the metal is positive,  
21 other ions are negative. The two would come together. When  
22 that happens, some of those complexes are insoluble. For  
23 example, what you do see, two complexes that are very common  
24 in soil. One is iron oxides and iron hydroxides. Those are  
25 surfaces that would absorb copper or nickel and hold it in

1 place. Another one is the organic matter. And then finally  
2 soils that are rich in organic matter are frequently also  
3 rich in sulfides, so the reduced form of sulfur. The  
4 sulfides are negatively charged, the metals are positively  
5 charged, and metal sulfides that are formed are extremely  
6 insoluble. So other are some of the processes that are  
7 doing on here in this sort of wetland. Wetlands are  
8 well-known and well studied for their ability to complex  
9 metals and remove metals from solution. And, in fact,  
10 you'll find in the literature instances where wetlands have  
11 been constructed -- they call them constructed wetlands.  
12 They're constructed and permitted by various states and used  
13 as water treatment facilities both for organics and for  
14 metals. And it is the sulfides that are present in these  
15 wetlands that are principally responsible for complexing  
16 metals and taking them out of solution. It's not the  
17 factor. I mean, those wetland are constructed to have  
18 extensive amount of plant life in them and it's the  
19 recognition of both the carbon and the precipitation as a  
20 sulfide mineral that's going to remove it.

21 So the predominant process here is one of  
22 complexation and storing the metal on the soil with some  
23 small amount then finally crossing the wetland and perhaps  
24 reaching the stream.

25 Q The next slide, Doctor, slide 30 is a similar slide but

1 we're now reaching the point of the stream. And can you  
2 tell us what happens with respect to fate and transport when  
3 the metal reaches the stream?

4 A Yeah. And the reason for -- yes. And the reason for  
5 putting the slide here is that there hasn't been discussion  
6 of this, at least that I've seen in testimony given so far,  
7 as to what actually happens once the metal is in the stream  
8 provided it gets there or what is happening with natural  
9 metals in the stream. So in the stream there are also a  
10 number of processes that are going to occur along the length  
11 of the Salmon Trout River before you get to Lake Superior.  
12 Some of these processes are somewhat similar to what happens  
13 in a wetlands, but, of course, you've got an aqueous media  
14 now. So some particles will settle onto the sediments so  
15 that's one aspect of it. Other particles will absorb then  
16 to dissolved organic carbon as we discussed this morning,  
17 and some of it will be taken up by animals and there is some  
18 bit of burial of the metal into the sediment. We looked  
19 extensively at what happens to metals in lake systems, and  
20 in fact, I helped to get a paper together on this for the  
21 International Council of Mining and Metals, but nevertheless  
22 publications that are cited by Dominick Vittorio (phonetic)  
23 shows -- he summarized in the literature where he was  
24 looking at lake systems, whole lakes and a number of field  
25 experiments where people put large cages in the field and

1           then looked at, okay, where do metals go in aquatic systems,  
2           and how long do they reside in the water column? So what  
3           you find overall as not overall summary is that you find --  
4           in lake systems you will find most of it going to the  
5           sediments over time. In a stream system you're going to --  
6           it's going to be a different scenario. You will have some  
7           of it going to the sediments. You will also have some of it  
8           being carried with the flow of the water out of the system.  
9           So, for example, if you were to measure copper in the  
10          headwaters of the Salmon Trout, you will find .2 to .4  
11          micrograms per liter. When you get downstream, you're still  
12          finding something in the range of .2 to .3 micrograms per  
13          liter downstream.

14                         Now, there's a couple of things happen along the  
15          way. One, you do see some absorption and settling to  
16          sediments. You also see additional runoff into the stream  
17          from natural processes. You also see the stream gaining in  
18          flow. It's a dynamic process, and I just want to introduce  
19          the concept here that within streams there are also  
20          mechanisms for loss of metals.

21          Q         In a case like this where you have some level of particulate  
22          metal that will be introduced into the air and deposited on  
23          the ground around a waterbody, is it important to account  
24          for fate and transport?

25          A         Yeah, absolutely, because the whole point of putting these

1 graphics together is that when estimates are made of  
2 transports to the river and these estimates are termed  
3 "screening level" or worst-case estimates, the point I would  
4 really want to make is that they really are worst-case  
5 estimates because the processes that are going to occur here  
6 and the processes that are going to occur in the wetland are  
7 going to remove most of the metal before it ever gets to the  
8 stream. So when we're supposing that a certain deposition  
9 gets there and a certain percentage, particularly a large  
10 percentage gets to the surface waters, those are really  
11 worst-case scenarios, and intended to be, as Larry Kapustka  
12 showed yesterday, if you pass the worst case, you're done.

13 MR. PREDKO: Your Honor, we have one last major  
14 area to go into. Could we take a break before we do?

15 JUDGE PATTERSON: Sure.

16 MR. PREDKO: Thank you.

17 (Off the record)hen

18 JUDGE PATTERSON: Whenever you're ready.

19 Q Dr. Adams, we've been talking about the transport of metals  
20 in this case through the air onto the land and potentially  
21 into the Salmon Trout River. Questions have been raised in  
22 this case as to what extent copper or nickel may reach the  
23 river and result in exceedance of the water quality standard  
24 or affect the environment, the aquatic environment and the  
25 fish. You said that you read Dr. Ejniak's testimony and also

1 Dr. Strand's testimony. Now, Dr. Ejnik did what I guess is  
2 a mass transport calculation and concluded that the copper  
3 deposition into the Salmon Trout River flowing off of the  
4 land would be sufficient to essentially destroy the aquatic  
5 environment of the Salmon Trout River. Do you agree with  
6 Dr. Ejnik's conclusion?

7 A No, I don't.

8 Q Now, In connection with making that conclusion he did go  
9 through and make a calculation. Have you reviewed his  
10 calculation?

11 A Yes, I have.

12 Q And you've prepared this slide for us that shows certain  
13 assumptions that Dr. Ejnik made, and I'd like to go through  
14 some of these with you. And we may have to switch to  
15 another exhibit. The first assumption is that Dr. Ejnik  
16 assumed that the headwaters of the Salmon Trout or areas  
17 thereabout that will cause deposition into the Salmon Trout  
18 is 3.1 miles squared. He testified that he eyeballed that  
19 area. Can you tell me what you think about that assumption?

20 A Well, as a scientist I don't think you should eyeball  
21 something. If you're going to make an affirmative statement  
22 about the environment that is going to be destroyed, I think  
23 you ought to have specific information and it ought to be  
24 accurate, and you ought to be able to represent the accuracy  
25 of the number.

1 Q Dr. Ejnik testified that he used what we put up on the  
2 screen here which is Petitioner's Exhibit 81 to essentially  
3 eyeball that calculation. And can you show us essentially  
4 what Dr. Ejnik did and tell us why you specifically don't  
5 think it was a good idea?

6 A Well, the area that he's talking about as being 3.1 square  
7 miles is in this vicinity right here (indicating). And it's  
8 termed to be the headwaters of the Salmon Trout. And that  
9 is the general vicinity of the headwaters of the Salmon  
10 Trout, so we're not disputing that. And I don't know  
11 whether the number is 3.1 or 3.9 or some other number, but I  
12 just don't think you should eyeball something. It could be  
13 very accurately calculated. Nevertheless, my concern is not  
14 so much over the actual number that is there. There's a  
15 more fundamental issue here. He secondarily also picked one  
16 of the average isopleths, so each one of these contours  
17 represents a different amount of deposition. And what he  
18 did was picked one value here of one gram per meter squared  
19 per year adjusted to .66. And he was asked in his testimony  
20 if that value reflected an 85 percent reduction with the use  
21 of a filter, and he responded, yes, it did. It was unclear  
22 in his testimony as to why he went from 1 to .66 'cause  
23 that's clearly not an 85 percent reduction, but as best as I  
24 could determine from digging into the documents, the 1  
25 reflects the 85 percent reduction. So 1 gram per meter

1 squared per year is already adjusted. And there was a need  
2 to further adjust it by 33 percent down because the total  
3 mass estimated to be emitted -- or I'm sorry -- deposited --  
4 total deposition rate was based on emissions from the  
5 source, and those emissions were in excess of the permit  
6 limit. So this 33 percent brought the overall amount of  
7 release back to compliance with the permit assuming 24-hour,  
8 7-days-a-week operation at the maximum amount. That's my  
9 understanding of where .66 milligrams per meter squared per  
10 year comes from.

11 Q And that was his next assumption that we had on slide 29 was  
12 that the deposition rate would be .66.

13 A That's correct. What I didn't quite answer on this one is,  
14 is that once again, to be precise, you will have to actually  
15 integrate the area that's in these curves and use a real  
16 value that reflects your best estimate of the deposition  
17 rate across the entire area as opposed to saying, "Well, it  
18 sort of averages .66. I think I'll use that as an average."

19 Q Now, one of the assumptions that Dr. Ejnik made was that a  
20 steady state was reached at 120 days. And before I have you  
21 comment on that, Dr. Ejnik, while he could not cite a  
22 specific reference for his method of calculation, testified  
23 that this is a method of calculation that -- the way he did  
24 it, that you could find in any environmental textbook.  
25 Would you agree with that statement?

1 A No, not the way he presented it. You can find, of course,  
2 descriptions of what steady state is and how might construct  
3 a simple steady state model, but you would not find it  
4 explained the way he explained it.

5 Q And can you tell us what is wrong with the way that he  
6 explained it?

7 A Yes. The general concept of steady state is, is that if  
8 you're having input into a given system -- and I discussed  
9 earlier you've got both inputs and outputs -- as you  
10 continue -- as you start to put metal into the system, it's  
11 going to go to various places. So it may go to the soil.  
12 It may go to poor water in the soil. It may go to the  
13 carbonous in the soil. It may bind the particles. Some of  
14 it may move off site, but if you do this long enough and you  
15 maintain the conditions constant so you don't change any of  
16 the parameters in the model, you don't change the dissolved  
17 organic carbon, you don't change the porosity of the soil,  
18 you leave everything the same and all you do is continue to  
19 add metal to the system over time, it will come to what  
20 people call equilibrium, or more commonly called steady  
21 state, meaning, all right, all of these phases are now at  
22 equilibrium. All of the constants are satisfied for  
23 absorption, desorption. The leach rate is now constant.  
24 The percolation rate down is now at equilibrium. When you  
25 reach that state mathematically what happens is, is that if

1 you put another -- I'll use 14.7 because that's his  
2 calculation. If you put another 14.7 pounds on this given  
3 area, you would expect 14.7 pounds to go somewhere. So it's  
4 14 in; it's 14 out. You're now at all processes at  
5 saturation and at equilibrium. That's the process that he  
6 was describing, and he chose the numbers that were  
7 convenient in the sense that it allowed the math to work  
8 rather quickly for this testimony. So the way he explained  
9 it was, he said, "Well, the first day there's 14.7 pounds  
10 and some of it runs off. The second day there's another  
11 14.7 pounds deposited on the headwaters, and some of that  
12 runs off, plus some of the one that was there on day 1. On  
13 day 3 you add another 14.7, and now you've got some from day  
14 1, day 2 and day 3. And you keep doing this until you reach  
15 day 120." And if I use this assumption of 5 percent loss,  
16 at that point, he said, "I'm at a point now at  
17 equilibrium" -- sorry -- "steady state where the 14.7 pounds  
18 that's coming onto the water" -- "onto the headwaters is now  
19 leaving the headwaters."

20 So let me -- before we get into whether or not  
21 there really are 14.7 pounds going to the river, let me just  
22 comment on the model. I've been involved in this kind of  
23 modeling exercise for the last four or five years with  
24 various groups one of which is at the United Nations. This  
25 kind of modeling is currently being done under the United

1 Nations Environmental Program, UNEP, and it's under a  
2 program called Long-Range Transport of Transboundary  
3 Pollutants. Three of the substances being evaluated are  
4 cadmium, nickel and mercury.

5 These models are used as and designed as steady  
6 state models for the intent of asking the question for  
7 certain regions of the world, particularly in Europe, how  
8 long will it take to reach steady state? And when I do get  
9 there, will those concentrations in soil be toxic? And so  
10 for purposes of this discussion I think it's sufficient just  
11 to summarize and say that the time periods to get there  
12 depend on the metals and, of course, the system. But  
13 they're not in days. They're in -- in the shortest they're  
14 in decades, and most of the metals are in centuries. And,  
15 of course, if they were in decades, you would find massive  
16 concentrations of metals everywhere. You don't.

17 So to make an assumption here that we're going to  
18 reach steady state in 120 days is a gross error.  
19 Secondly, I published the book 2006 that deals  
20 specifically with metals, deals with fate and transport as  
21 well as their persistence in toxicity and bioaccumulation  
22 published by SETAC and coauthored it. There is a chapter in  
23 there, in that book, that specifically deals with this sort  
24 of modeling and it has a discussion about steady state and  
25 how long it takes to get there.

1 Q Now, Dr. Adams, Dr. Ejniik's results were that an increase in  
2 copper concentration in the river of 3 micrograms per liter.  
3 What would you have to assume to get that number?

4 A Yup. I'll quickly just review the calculations so it  
5 enables you to understand how you get there. So starting  
6 with .67 grams per meter squared --

7 Q And feel free, Doctor, if you think it will help illustrate  
8 your testimony, to use the flip pad that's behind you.

9 A Can I just take the microphone off or --

10 JUDGE PATTERSON: No, you have to leave that on.

11 Q You're kind of tethered.

12 A I'm not actually going to do the math, but I'm going to put  
13 the numbers up so that if somebody wants to do it, they can  
14 do it. But .66 grams per meters squared per year is the  
15 deposition rate that he used. So I'm using his numbers now  
16 to repeat his calculations, and then we'll discuss the  
17 accuracies and inaccuracies. And this is then distributed  
18 over 3.1 miles squared. And what you have to do then is  
19 convert miles squared into meters squared. So how many  
20 meters squared are there in 3.1 square miles? When you've  
21 done that, you can multiply times this (indicating) and you  
22 get total mass to 3.1 miles squared. Once you've got the  
23 total mass, if you divide this by 365, you get units now of  
24 mass per day, so grams per day.

25 This calculation was, going through this, that

1 there would be 14.7 grams per day placed on the headwaters  
2 of the Salmon Trout. So that's how he gets a loading that  
3 goes to the river. Now, remember he's said at steady state  
4 what goes onto the property comes off the property. And  
5 that was his assumption. So 14.7 grams being applied at  
6 steady state now after day 120, whatever else comes to the  
7 site is going to leave.

8 Q Do you believe that's a logical assumption?

9 A No.

10 Q Why not?

11 A Well, as I previously said, other researchers who have done  
12 steady state models indicate that it would take many  
13 decades, if not, in some cases, centuries to achieve steady  
14 state, and so I don't believe this at all. And I'm going to  
15 sort of demonstrate that here in just a minute. To further  
16 complete his calculation, since we've now got 14.7 grams per  
17 day onto the headwaters and 14.7 grams per day going into  
18 the stream, you divide it by the stream flow. So the flow  
19 is 2 cubic feet per second. So if you convert 2 cubic feet  
20 per second into liters, you can then -- and if you convert  
21 grams to micrograms, you can calculate how many micrograms  
22 are going to be in a liter of water. And his calculation is  
23 that if you actually put 14.7 grams into 2 cubic feet per  
24 second per day, you would increase the concentration of  
25 copper in the Salmon Trout by 3 micrograms per liter. And

1 further, if you add what was already in the Salmon Trout of  
2 .2 in the headwaters, his measurement and his data, that you  
3 would now have 3.2 micrograms for the year in a solution on  
4 average and that this would exceed the water quality  
5 standard that would be necessary for the Salmon Trout River.

6 JUDGE PATTERSON: That was what, Doctor?

7 THE WITNESS: I'm sorry, sir?

8 JUDGE PATTERSON: What was the level established?  
9 You said it would exceed the --

10 THE WITNESS: Oh, oh. The level that's been  
11 established is 3 micrograms per liter. He calculated with  
12 this calculation the river would then flow at 3.2.

13 Q Now, Dr. Adams, Dr. Ejnik conceded that he did not consider  
14 dissolution of the metal when he did his calculation. Can  
15 you tell us first what is dissolution and whether it's  
16 important?

17 A Yes. There's a few factors that ought to be considered in  
18 this overall approach. If you're looking at deposition of  
19 metals onto the headwaters and it's coming from air  
20 deposition, it's going to be predominantly as particulate.  
21 And since this is a mining operation, it would be fair to  
22 assume that the particulate matter, at least most of it,  
23 would be derived from the orebody or some portion of the  
24 mineral processes at the site, meaning it's mineral in  
25 nature. And, in fact, in Dr. Ejnik's prepared document he

1 made that assumption that copper was going through the river  
2 as being derived from ore.

3 Because of the work we've been doing for this  
4 European risk assessment and, as I mentioned earlier, in one  
5 of my experiences here of working for the OECD, we developed  
6 a method for measuring dissolution of metals. And that was  
7 over a ten-year period. That methodology was approved in  
8 April of this year and it's now a formal method accepted at  
9 the United Nations and OECD. But in preparing the actual  
10 method and then taking it through a round-robin test to  
11 ensure the method is accurate, we also tested some  
12 substances of interest to the mining community. We tested  
13 nickel sulfide, nickel disulfide, we also tested complex  
14 copper sulfides as present in copper concentrate from copper  
15 ore. These tests were performed in flasks, temperature  
16 controlled. The media selected was media that would have  
17 been used to test either fish or Daphnia. It was  
18 specifically designed to be able at the end of the test, if  
19 you wanted to, run toxicity test. And the pH ranged from 6  
20 to 8, and we did it in soft to moderately hard water, both  
21 soft to moderately hard water.

22 What we observed in testing these materials --  
23 and these tests, the ones I'm specifically referring to,  
24 were tested over 24 hours. Other tests were done longer,  
25 but the ones I'm referencing today are 24 hours. And we

1 used test concentrations of 1, 10 and 100 milligrams per  
2 liter, although most of them were done at 100 milligrams per  
3 liter. So that's sort of the test condition. It's rather  
4 vigorous shaking. It's 100 rpm's so that's a rather  
5 vigorous shaking. It's designed to maximize the dissolution  
6 if you can. If it's going to be soluble, can you make it go  
7 into solution? So, for example, if you were to put copper  
8 sulfate in this test, it would be in solution in about 30  
9 seconds. If you put copper sulfide in there, after 24  
10 hours, you will see between 3 and 10 percent of it in  
11 solution. And the nickel sulfide is also in that range.  
12 It's a little more soluble than the copper sulfide, but it  
13 would be in -- still in the range of maybe 3 to 15 percent  
14 depending on what test concentration you used, point being  
15 that the majority of it, even after we purposely tried to  
16 put it in solution, is still not in solution. It's still  
17 present as a particle. So not considering this in your  
18 calculation, his calculation which got him to an increase of  
19 3 micrograms per liter assumed that whatever copper went to  
20 the river is 100 dissolved, all in solution, all  
21 bioavailable for uptake by the fish. So there's actually  
22 two errors there. One is, should have corrected for  
23 dissolution by some amount. He admitted he didn't correct  
24 for it, but he should have corrected for it by some amount.  
25 I took the -- I just referenced the data here of 10 percent.

1 If you use that value and you said the 10 percent went into  
2 solution, the increase in dissolved copper in the river  
3 wouldn't be 3 micrograms per liter; it would be .3. If you  
4 add that to what was in the river of .2, you're now at .5  
5 micrograms per liter.

6 Q And how does that compare to the state water quality  
7 standard?

8 A Well, it's 6 times below the water quality standard. The  
9 water quality standard is 3 unadjusted for dissolve organic  
10 carbon. But at 3, a number that considered dissolution  
11 would be well under the state standard.

12 Q And you said unadjusted for dissolved organic carbon and the  
13 first thing that you testified about today was that  
14 adjustment. What figure do you end up with if you adjust it  
15 for the mean dissolved organic carbon?

16 A Well, it needs a little bit of explanation. You either --  
17 in using this Biotic Ligand Model to adjust for carbon, you  
18 either have to adjust the standard up, which would take it  
19 from 3 to 11 compared to the .5 we were talking about, or  
20 you would have to adjust the bioavailability of the exposure  
21 side down. You can't do both. That's double dipping. So  
22 if we adjusted it up, we'd be comparing .5 against 11  
23 micrograms per liter. If we adjusted it downward, we would  
24 be comparing 3 microgram per liter standard against  
25 something that's less than .5. Now, I didn't run the BLM,

1 so in the previous calculation when I adjusted it up, the  
2 fraction that's bioavailable is 30 percent. So if it's  
3 linear, you could say that only 30 percent of that .5 is  
4 going to be bioavailable.

5 Q Now, your recalculation that you just did used all of Dr.  
6 Ejnik's assumptions as to the 3.1 miles and the .66 grams  
7 per meter squared. And based on that, that recalculation,  
8 do you have an opinion, Doctor, as to the effect of the  
9 copper that may be deposited from the mine again assuming  
10 for my question that Dr. Ejnik's calculations, initial  
11 calculations were correct?

12 A Yeah. And my conclusion is, is that using those  
13 calculations and making some adjustments for dissolution,  
14 and further, if they were adjusted for bioavailability, that  
15 we're going to see only very, very minimal increase in  
16 dissolved copper or nickel in the Salmon Trout River. And  
17 this will be well below any of the effect levels that have  
18 been reported. I wanted to make one more demonstration of  
19 this, if I could, in terms of why this doesn't work the way  
20 it's presented. And I just want to present the sort of  
21 following logic flow. At his steady state of giving 14.7  
22 grams per day into the river, I looked at it a little  
23 differently still using his numbers. And I said, "Well,  
24 what if we think about it in the following way: If I took  
25 120 days and 14.7 is being deposited on the soil every day

1 for 120 days, I can total up how much metal has actually  
2 been deposited after 120 days." I don't remember the exact  
3 number, but it's something like 1764 or 1700-and-some number  
4 of grams. And if I take the total flow -- and now I'm going  
5 to assume that all of it, 100 percent, not 5 percent, 100  
6 percent goes into the river. And if I take the total flow  
7 for that same 120 days and divide total flow into the total  
8 mass, I wind up with the same number that he does, 3  
9 micrograms per liter. It's just mathematical gyrations  
10 because he took it down to per day, per -- volume flow per  
11 day. I took the total amount into the total flow for the  
12 same time period. My point is, is that it's totally  
13 illogical to assume that over 120-day period that you'd lose  
14 100 percent of the metal that's on the soil.

15 Q Now, Doctor, you've only talked about copper here, and  
16 that's because that's what Dr. Ejnik talked about. What  
17 would you expect for nickel?

18 A There's a couple reasons for talking about copper because,  
19 first of all, as you said, Dr. Ejnik focused on copper, and  
20 my reason is the same as his. Of the two metals, copper has  
21 the lower water quality standard. And while copper was a --  
22 hardness adjustment is at 3; nickel's at 17 micrograms per  
23 liter. So the assumption here is that since the orebody is  
24 approximately equal in copper and nickel, that -- and the  
25 emissions for those two metals as having been estimated

1 coming from various sources at the operation are quite  
2 similar, the assumption is, is that if you make your  
3 calculations for copper, the more toxic of the two metals,  
4 then it will definitely be overly protective for nickel.

5 Q Now, you said that it's totally illogical to think that all  
6 of the metal deposited on the soil is going to get into the  
7 river. Do you have other support for that in the studies  
8 that you reviewed and researched for this case?

9 A I think the primary support for me comes from sort of the  
10 following thinking: Dr. Ejniik reported that the Salmon  
11 Trout headwaters has .2 micrograms per liter of copper in it  
12 which is an extremely low value, by the way. It's a very,  
13 very low value for copper. And I'm not disagreeing. I'm  
14 just making an observation that most surface waters  
15 typically have 1, to 2 or 3 micrograms per liter of water --  
16 or copper. However, I found an interesting article by Sweet  
17 et al in 1988 that indicates they had been measuring wet and  
18 dry deposition of metals in the Great Lakes region, so Lake  
19 Erie, Lake Michigan, Lake Huron and up on the western end of  
20 Lake Superior. And they actually report then a  
21 concentration of copper in rainwater, and the concentration  
22 of copper in rainwater that they report was 0.9 micrograms  
23 per liter. And they collected samples over -- I don't  
24 remember the exact period of time, but it's not one sample,  
25 so -- because their other values are expressed in grams per

1 meter squared per year.

2 Now, there have been issues about snowmelt and  
3 runoff and how much would be carried to the stream and so  
4 forth, so take the snowmelt condition where you've  
5 accumulated snow over the winter and I would expect snow to  
6 have the same amount of copper in it as rainwater. You've  
7 got all this snow stacking up on land over four or five  
8 months and it melts and runs into the stream in the  
9 springtime. Even his springtime measurements were in this  
10 range of .2, .3, .4. So the point of this little exercise  
11 is to point out that if all that snowmelt contains .9 and  
12 the stream is -- increases significantly at some point.  
13 There was some discussion of flashy streams here, Dr.  
14 Workman -- stream increased -- volume can increase  
15 dramatically and we're not seeing much of an increase in the  
16 concentration in the stream during snowmelt of copper, then  
17 there's only one other conclusion that I can draw; that most  
18 of that copper was absorbed as the water was running across  
19 land.

20 Q Now, you talked about snowmelt and Dr. Ejniik did not do any  
21 sort of snowmelt calculation but it has been suggested in  
22 this case that copper building up in the snow over the  
23 wintertime would then enter the Salmon Trout River during  
24 the spring melt and cause a pulse. Now, did you do a  
25 calculation again using some of Dr. Ejniik's assumptions?

1 A Yes, I did. I decided to stick with his calculation because  
2 we've already been through the math; we've already explained  
3 the weaknesses of it. I've already said that it is an  
4 extremely conservative approach. So I take his numbers and  
5 what I did was I -- it's sort of similar to what I just  
6 described. I said, "Well, okay. So we've had this amount  
7 of material that is 14.7 grams per day that's been deposited  
8 on the snowmelt. If I put all of it, 100 percent, in a 30-  
9 day window and not 120 days, so I'm going to assume we get a  
10 really warm spell in April, we melt all the snow. It runs  
11 to the river and it's had four months of time to accumulate  
12 metal particles on the snow. What will the concentration be  
13 over that 30-day period when the -- when it's running into  
14 the stream?" Well, it's -- if we used 120 before and come  
15 out in my calculation of an increase of .3, by reducing it  
16 by a factor of four we're going to increase the  
17 concentration by a factor of four. So I multiplied -- I  
18 used 30 days, not 120 days to simulate snowmelt. I would  
19 predict using that scenario that the copper concentration,  
20 assuming it all went in, would be 1.2 microgram per liter  
21 increase. This does account for dissolution.

22 Q Did you say it does or it does not?

23 A It does.

24 Q Does that calculation in any way account for the dissolved  
25 organic carbon?

1 A It does not.

2 Q Okay. And that further adjustment, what would that do?

3 A It would reduce the bioavailable copper in the range of 60  
4 to 70 percent.

5 Q And even without that further adjustment, how does that  
6 calculation of 1.2 compare to the water quality standard?

7 A It's almost a factor of 3 less than the water quality  
8 standard. The water quality standard being 3; this being  
9 1.2, plus .2 in the background would bring you to 1.4, so  
10 you're slightly less by half -- correct myself -- about half  
11 of the water quality standard.

12 Q Now, Doctor, you've got part of what I'll say is your  
13 calculation still using Dr. Ejnik's and CRA's assumptions  
14 about deposition. Could you just for purposes of the record  
15 flip the page and put the rest of your calculations  
16 accounting for dissolution?

17 A Actually, this is -- be fairly short. If we use estimates  
18 that Kennecott has developed and I believe were previously  
19 discussed here of 61 pounds total being emitted from I  
20 believe the main stack vent, and I -- first of all, I'm not  
21 an air deposition person, so if I get some of this wrong,  
22 then I'm repeating from memory what I remember reading. But  
23 I do recollect using 61 pounds.

24 Q Well, first, Doctor, before you do that -- and maybe I  
25 misspoke, and if I did I apologize. What I'd like you to do

1 is to put your end number, the numbers that you just talked  
2 about --

3 A Oh, from the snowmelt?

4 Q From the snowmelt.

5 A Sorry.

6 Q And also the other calculation you did about raising the  
7 dissolved copper in the river .3 micrograms per liter.

8 A Sorry. Yes. So we'll term them number 1, which would be a  
9 recalculation of Dr. Ejnik's calculation. I calculated  
10 using dissolution that the increase equals 0.3 micrograms  
11 per liter. River flow was 0.2. You take the two together,  
12 the average concentration during this time period of 120  
13 days would be 0.5 micrograms per liter. So that's  
14 calculation 1. The second calculation was snowmelt. And in  
15 this calculation, snowmelt 120 days of deposition and 30  
16 days of melt. Using those values I calculate an increase of  
17 1.2 micrograms per liter, so I reduced the days by a factor  
18 of four, which reduces the amount of flow you have to divide  
19 into the total mass. So by reducing the flow the number is  
20 going to go up; it's going to be absolutely linear, so this  
21 .3 becomes 1.2. And there was, again, 0.2 micrograms in the  
22 headwaters. This brings us to 1.4 micrograms per liter over  
23 this 30-day period.

24 Q Now, Doctor, it's also been suggested that metals runoff  
25 that were deposited on the land and then runoff into the

1 headwaters of the Salmon Trout River would then flow  
2 downstream down the river and cause a toxic plume in Lake  
3 Superior. Can you tell me what you think about that?

4 A Well, my first reaction to that is that having looked at the  
5 kinds of concentrations that we're talking about in terms of  
6 deposition that this would be highly unlikely for a number  
7 of reasons. One, the loading to the system is too small.  
8 Two, the stream gains a large amount of water as you go down  
9 river. And in fact -- well, at the headwaters we're at two  
10 cubic feet per second. Average flow is near the mouth.  
11 There is around 44 cubic feet per second. So the gain in  
12 flow is about a factor of 20 as you go down the river. So  
13 if you're further assuming the source is near the headwaters  
14 you've got a factor of 20 dilution before you reach Lake  
15 Superior, plus any dilution that you would get as the stream  
16 flows into Lake Superior. So I find it highly unlikely that  
17 the small amount of material that's being deposited in the  
18 headwaters would ever create a situation where we have a  
19 plume and affects at the mouth of the river.

20 Q And the calculation that Dr. Ejnik did and that you  
21 recalculated, again, using some of his assumptions, where  
22 are you talking about that on the map that we have, --

23 MR. PREDKO: What exhibit is that?

24 Q -- Petitioner's Exhibit 32 -- where are you talking about  
25 those concentrations being?

1 A Well, I'm talking about them being on the mine -- on the  
2 mine site with the Salmon Trout River running through this  
3 area.

4 Q Okay. So --

5 A It's in the immediate vicinity of -- they say it's 120 yards  
6 or so from the mine vent.

7 Q Okay. And so in or around the headwaters of the Salmon  
8 Trout?

9 A That's right.

10 Q Okay. And I think you've heard some testimony about the  
11 coaster brook trout and you mentioned it today?

12 A Yes.

13 Q And you're aware that the coaster brook trout, the  
14 population -- and I can't see from my seat here, but is well  
15 north of that area, miles north downstream from the  
16 headwaters of the Salmon Trout and the coaster brook trout -  
17 - there's been testimony that there are impassable barriers,  
18 falls that the coaster brook trout cannot pass, and so,  
19 therefore, it is limited and can't get upstream. Now, given  
20 what you've said here today, what affect do you believe that  
21 the metals from the mine will have on the coaster brook  
22 trout?

23 A Well, given that even under the worst-case condition that we  
24 looked at, which was using the calculations of Dr. Ejnik,  
25 and assuming a hundred percent of it goes into the river

1 during the snowmelt and the concentration of copper would  
2 increase by 1.2 micrograms per liter, I concluded that there  
3 will never be concentrations in the vicinity of coaster  
4 brook trout that are approaching toxic affect levels.

5 Q Now, what about the aquatic species that exist in and around  
6 the headwaters? What is your opinion as to the mine's  
7 affect on those?

8 A There are brook trout in that area. We recognize brook  
9 trout are sensitive. There are other organisms that are  
10 quite sensitive. However, in any of the calculations we've  
11 made we've not developed a scenario that exceeds the water  
12 quality standard, unadjusted for DOC. Even in the worst-  
13 case scenario that I came up with, which is not adjusted for  
14 dissolved organic carbon, we're still at 50 percent of the  
15 standard of three micrograms per liter. So I don't see any  
16 problem there. Further, if you ignored all of my  
17 calculations and took Dr. Ejnik's calculations as it  
18 originally was presented of three micrograms per liter, and  
19 you actually adjusted for organic carbon, there still  
20 wouldn't be any problem.

21 Q Doctor, can you tell us again the conclusions that you've  
22 reached in this case? And feel free now that you've given  
23 the bases for those conclusions to add more context as you  
24 do so.

25 A Yeah. Okay. So we reviewed a little bit about water

1 quality standards for copper and nickel and how they're  
2 derived, and that they are currently adjusted for water  
3 hardness and their values as would be applied to the Salmon  
4 Trout are 3 and 17 micrograms per liter respectively for  
5 copper and nickel. And we also discussed and I conclude  
6 that if the water quality standard for copper were adjusted  
7 for the average value of DOC in that river using the Biotic  
8 Ligand Model, the standard would be 11. -- it would be 11 --  
9 approximately 11 micrograms per liter. I add that this  
10 approach that I'm discussing is not unique; it is actually  
11 written into the USEPA water quality criteria document for  
12 copper. I have reviewed testimonies given on the Salmon  
13 Trout from Dr. Strand and Dr. Ejnik and we've relooked at  
14 the air calculations resulting from mining operations.  
15 While we believe the concentrations in air may be on the  
16 high side and we disagree -- I disagree with the modeling  
17 approach he used, I conclude that there's not going to be  
18 effects of air deposition on the Salmon Trout River. I also  
19 have concluded that the approach that was used to discuss  
20 how mercury would be transported through the food chain by  
21 Dr. Strand is inaccurate and inappropriate to be applied to  
22 metals. It's inaccurate for organics, but it's highly  
23 inaccurate for mercury. And we -- I did take a -- make a  
24 calculation of snowmelt, which might represent sort of a  
25 worst-case condition. And under that condition I still do

1 not calculate that there would be any impact on the stream.  
2 There's one other point I didn't make on snowmelt but I'd  
3 like to. The assumption here has been all along that the  
4 metal concentration would actually increase with snowmelt.  
5 It's not -- there's no degree of certainty that that will  
6 actually happen. When I look at the data there and I look  
7 at other substances that are currently in snow: iron,  
8 manganese, aluminum and I look at the spring runoff I see  
9 very small increases in the Salmon Trout River during the  
10 spring. What you've got during snowmelt is not only do you  
11 perhaps have the opportunity for deposition on the snow, you  
12 also have the opportunity for increased dilution, because  
13 now you've got a mass of snow that's sitting there. And  
14 what nobody has done is calculated the rate. What's the  
15 rate to the snow versus the expanded amount of water that's  
16 there? So these are really meant to be worst-case  
17 scenarios. And under the worst-case scenario of all of the  
18 metal being available that was deposited into the stream in  
19 a 30-day period, we don't -- I don't calculate an exceedence  
20 of the water quality standard.

21 MR. PREDKO: Thank you, Doctor. Judge, I do have  
22 quite a few exhibits that I would like to enter. Can we  
23 take a break and come back? I've got to organize some of  
24 the exhibits.

25 JUDGE PATTERSON: Yeah, that's fine.

1 MR. PREDKO: Thank you.

2 MR. DYKEMA: Your Honor, just before we break I'd  
3 like to ask permission for something. Mr. Wallace and I  
4 have agreed to divide up the cross-examination. I think it  
5 will help us get through it more quickly if you will allow  
6 us to do that.

7 JUDGE PATTERSON: On that promise --

8 (Off the record)

9 MR. PREDKO: Thank you, your Honor. I think I  
10 said that Dr. Adams CV was Intervenor Exhibit 26 already  
11 admitted by stipulation. The next exhibit I would offer is  
12 Intervenor 27, which is the EPA Ambient Water Quality  
13 Criteria for Mercury.

14 MR. DYKEMA: No objection.

15 MR. REICHEL: Just give me -- no objection.

16 JUDGE PATTERSON: No objection it'll be entered.

17 (Intervenor's Exhibit 27 received)

18 MR. PREDKO: The next exhibit is Intervenor 31,  
19 which is entitled, "Hazard Risk Assessment Assessing Acute  
20 and Chronic Copper Risks to Freshwater Aquatic Life Using  
21 Species Sensitivity Distributions for Different Taxonomic  
22 Groups."

23 MR. REICHEL: No objection.

24 MR. DYKEMA: Was that discussed by the witness?

25 MR. PREDKO: I believe it was relied on by the

1 witness and for the most, Counsel, for reference the  
2 exhibits are identified within Dr. Adams' demonstrative  
3 slides.

4 MR. DYKEMA: I'm sorry to be a pest, but can you  
5 tell me where that one is identified?

6 MR. PREDKO: I knew you were going to ask me that.

7 THE WITNESS: The one with the mayflies on it, the  
8 four lines?

9 MR. PREDKO: Yes. Eight.

10 MR. DYKEMA: So that's Bricks, DeForest and Adams?

11 MR. PREDKO: Yes.

12 MR. DYKEMA: No objection.

13 JUDGE PATTERSON: Ms. Halley, I don't mean to  
14 ignore you. Do you have any position?

15 MS. HALLEY: No, I'm sorry. I'm deferring to Mr.  
16 Dykema.

17 JUDGE PATTERSON: Okay. I assumed that because  
18 you weren't responding. Okay. No objection, that will be  
19 entered.

20 (Intervenor's Exhibit 31 received)

21 MR. PREDKO: And next is Intervenor 34, which is  
22 an EPA paper, "Affects of Exposure to Heavy Metals on  
23 Selected Freshwater Fish."

24 MR. REICHEL: No objection.

25 MR. DYKEMA: I'm sorry. Chris, where was that?

1 JUDGE PATTERSON: I can't find it either.

2 THE WITNESS: Do you want me to comment?

3 MR. DYKEMA: Please, by all means.

4 MR. PREDKO: Please.

5 THE WITNESS: Well, I believe that's the report by  
6 Sauter; is that right?

7 MR. DYKEMA: Okay. So that's Sauter 1976?

8 THE WITNESS: Yeah, that is used to come up with  
9 values for chronic brook trout values. And I don't know the  
10 slide number, but I -- we talked -- we had a slide that said  
11 "brook trout" and you asked me to address the four brook --  
12 you asked me to address brook trout, and then I think we had  
13 a table that listed the species of fish that had --

14 MR. PREDKO: Slide 6.

15 THE WITNESS: And there's a table that follows  
16 that that lists all the species with the brook trout values  
17 culled from Sauter.

18 MR. DYKEMA: No objection.

19 MR. REICHEL: No objection.

20 JUDGE PATTERSON: Okay. No objection, that'll be  
21 entered.

22 (Intervenor's Exhibit 34 received)

23 MR. PREDKO: Next is Intervenor 36, which is  
24 entitled, "Metal Toxicity to Embryos and Larva of Eight  
25 Species of Freshwater Fish to Copper." And this is the

1 McKim publication.

2 MR. DYKEMA: McKim and Benoit 1971?

3 MR. REICHEL: McKim, Eaton and Holcomb 1978?

4 MR. PREDKO: Yes.

5 THE WITNESS: Once again, the same as before.

6 Those contributed to the brook trout. McKim ran two of the  
7 brook trout studies, so --

8 MR. DYKEMA: No objection.

9 MR. REICHEL: No objection.

10 JUDGE PATTERSON: Okay. No objection, it'll be  
11 entered.

12 (Intervenor's Exhibit 36 received)

13 JUDGE PATTERSON: I'm sorry. The number of that  
14 again, please?

15 MR. PREDKO: 36, your Honor.

16 JUDGE PATTERSON: Okay. Thank you.

17 MR. PREDKO: Next is Intervenor 37, "The Facts of  
18 Long-term Exposures to Copper on Survival, Growth and  
19 Reproduction of Brook Trout." This is the McKim and Benoit  
20 article.

21 MR. DYKEMA: No objection.

22 MR. REICHEL: No objection.

23 JUDGE PATTERSON: No objection, it'll be entered.

24 (Intervenor's Exhibit 37 received)

25 MR. PREDKO: Next is Intervenor 39, which is the

1 "Effect of Dissolved Organic Matter Source on Acute Copper  
2 Toxicity to Daphnia Magna." We may need your help again,  
3 Doctor.

4 THE WITNESS: Well, I relied on that in preparing  
5 discussions on the Biotic Ligand Model. And I don't know  
6 that we had specific slide other than one that said "Biotic  
7 Ligand Model." Will you please address this?

8 MR. PREDKO: You relied on this in forming your  
9 conclusions?

10 THE WITNESS: Yes.

11 MR. DYKEMA: No objection.

12 MR. REICHEL: No objection.

13 JUDGE PATTERSON: I believe it's referred to on  
14 slide 11, just for the record. Okay. There's no objection.

15 THE WITNESS: Okay. Good.

16 (Intervenor's Exhibit 39 received)

17 MR. PREDKO: Next is Intervenor Exhibit 40, which  
18 is entitled, "Gill Surface Interaction Model for Trace Metal  
19 Toxicity to Fishes; Role of Complexation pH and Water  
20 Hardness."

21 THE WITNESS: Yeah, it would be slide 11 again.

22 MR. DYKEMA: 40?

23 MR. PREDKO: Yes.

24 MR. DYKEMA: It's not cited on slide 11.

25 JUDGE PATTERSON: 39, 41 and 47.

1 THE WITNESS: It was a paper that I used in -- I  
2 relied upon in forming opinion once again about complexation  
3 capacity for carbon for copper.

4 MR. DYKEMA: No objection.

5 MR. REICHEL: No objection.

6 JUDGE PATTERSON: Okay. 40 will be entered.

7 (Intervenor's Exhibit 40 received)

8 MR. PREDKO: Next is Intervenor 41, which is  
9 "Copper Toxicity in Relation to Surface Water-dissolved  
10 Organic Carbon Matter: Biological Effects to Daphne Magna,"  
11 and this is a publication written by Kramer, Jak, Van  
12 Hattum, Hooftman and Zwolsman to distinguish it from one of  
13 the others here.

14 MR. DYKEMA: What number?

15 MR. PREDKO: 41.

16 MR. DYKEMA: No objection.

17 MR. REICHEL: No objection.

18 JUDGE PATTERSON: No objection 41 will be entered.

19 (Intervenor's Exhibit 41 received)

20 MR. PREDKO: Next is Intervenor 42, which is the  
21 "EPA Aquatic Life, Ambient Freshwater Quality Criteria for  
22 Copper," the 2007 revision.

23 MR. DYKEMA: No objection.

24 MR. REICHEL: No objection.

25 JUDGE PATTERSON: No objection it will be entered.

1 (Intervenor's Exhibit 42 received)

2 MR. PREDKO: Next is Intervenor Exhibit 43, which  
3 is the "EPA Ambient Water Quality Criteria for Copper,"  
4 1984.

5 MR. DYKEMA: No objection.

6 MR. REICHEL: No objection.

7 JUDGE PATTERSON: No objection 43 will be entered.

8 (Intervenor's Exhibit 43 received)

9 MR. PREDKO: And next is Intervenor 47, which is  
10 the "European Union Risk Assessment Report for Copper."

11 MR. DYKEMA: Is Dr. Adams an author?

12 THE WITNESS: No.

13 MR. DYKEMA: Did you testify about that paper  
14 today?

15 THE WITNESS: I did. We talked this morning about  
16 the species sensitivity distributions. We talked about the  
17 extent of the database. And I also talked about the fact  
18 that the Biotic Ligand Model's used extensively in that  
19 report to demonstrate application to a wide array of  
20 species.

21 MR. DYKEMA: No objection.

22 MR. REICHEL: No objection.

23 JUDGE PATTERSON: Being no objection that too will  
24 be entered.

25 (Intervenor's Exhibit 47 received)

1 MR. PREDKO: And last, your Honor, is Intervenor  
2 605, which is entitled, "Atmospheric Deposition of Trace  
3 Metals at Three Sites," the Sweet article.

4 MR. DYKEMA: No objection.

5 MR. REICHEL: No objection.

6 JUDGE PATTERSON: There being no objection it will  
7 be entered.

8 (Intervenor's Exhibit 605 received)

9 MR. PREDKO: That's it, your Honor. Thank you.  
10 I'd pass the witness.

11 MR. REICHEL: Counsel?

12 MR. PREDKO: Oh, I apologize, your Honor. Thank  
13 you. I would offer as Intervenor 651 for demonstrative  
14 purposes only Dr. Adams' PowerPoint slides.

15 MR. DYKEMA: As demonstratives, no objection.

16 MR. REICHEL: No objection.

17 MR. EGGAN: And again, your Honor, on that issue  
18 in order for the sake of consistency --

19 JUDGE PATTERSON: Finally hear from Mr. Egan.

20 MR. EGGAN: Well, we have to put something on the  
21 record today, but I would object on the same grounds that I  
22 objected to previously.

23 JUDGE PATTERSON: Okay.

24 (Intervenor's Exhibit 651 received)

25 MR. PREDKO: And we will mark it as soon as

1 possible, but as Intervenor 652 I would like to offer as  
2 demonstratives the recalculations and I think there are two  
3 pages of that flip chart.

4 MR. DYKEMA: No objection.

5 MR. REICHEL: No objection.

6 JUDGE PATTERSON: Okay. No objection those two  
7 will be -- both pages will be marked as Intervenor 652.

8 (Intervenor's Exhibit 652 received)

9 MR. PREDKO: Yes, your Honor.

10 MR. REICHEL: Your Honor, I've no questions at  
11 this time, but I reserve the right to ask questions based  
12 upon cross-examination.

13 MR. DYKEMA: Good afternoon, Dr. Adams.

14 THE WITNESS: Good afternoon.

15 MR. DYKEMA: I introduced myself before; I'll do  
16 it again. My name is Peter Dykema; I represent the Huron  
17 Mountain Club.

18 CROSS-EXAMINATION

19 BY MR. DYKEMA:

20 Q When were you first asked to assist the Kennecott Eagle  
21 Company with analysis if the potential toxic impacts of  
22 atmospheric deposition?

23 A I believe it was early in 2008, probably late January or  
24 early February.

25 Q Were you asked why anybody at Kennecott Eagle or anyone else

1 within the family of companies to consider that issue at the  
2 time the initial application was being prepared?

3 A Well, I don't know the date of the initial application, so -  
4 -

5 Q Well, if it was well prior to 2008 would the answer be "no"?

6 A Then the answer would be "no."

7 Q Were you asked at any time whether there would be adverse  
8 environmental consequences to operating the mine with no  
9 control on the main vent stack?

10 A No.

11 Q Are you familiar with any other underground sulfide mines in  
12 which the main vent stack has an effective filtration system  
13 on it?

14 A I'm not aware of any other sulfide underground mines that  
15 has a filtration system on it; no.

16 Q Do you know anything about the kind of filtration system  
17 that Kennecott Eagle intends to install on the main vent  
18 stack?

19 A No, I don't.

20 Q I believe you testified that you reviewed those portions of  
21 the Environmental Impact Assessment that were relevant to  
22 the opinions that you were going to offer today; is that  
23 accurate?

24 A Yes.

25 Q In those portions of the Environmental Impact Assessment

1           that you reviewed was there any discussion at all of the  
2           potential harm to natural resources from particulate  
3           emissions from the mine operation?

4       A     Not in the sections that I looked at.  I was very selective  
5           in what I chose.

6       Q     Were you at any time asked to consider the potential adverse  
7           impacts on natural resources should acid mine drainage  
8           develop at this facility?

9       A     I was asked to review the work that Dr. Ejnik had done.  I  
10          don't know what you call the report that he prepared before  
11          his testimony he -- there was -- there were statements in  
12          that report where he made some estimates of potential for  
13          reduction of pH in the stream as a function of sulfide  
14          deposition in the area.  I did review his testimony.

15      Q     But the testimony you're referring to and the report that  
16          you're referring to is talking about sulfide deposition?

17      A     Yes.

18      Q     Not contamination of the groundwater in the underground mine  
19          workings?

20      A     That's right.

21      Q     What are the indicia of adverse impacts in a chronic  
22          toxicity study?

23      A     The classical answer to what do we measure in a chronic  
24          study is we look for effects on survival, we look for  
25          effects on growth of the organisms, and we look for effects

1 on reproduction.

2 Q Okay. So on survival if you have a dead animal you have an  
3 impact?

4 A Yup.

5 Q Okay. How do you determine -- how much stunting of growth  
6 is necessary in order to have a positive finding in a  
7 chronic toxicity study?

8 A It can be a very small amount, for example. The way this is  
9 done is that -- it might be best to describe a test. But to  
10 take a early life stage study, which is a chronic study for  
11 rainbow trout, for example, or take the brook trout studies.  
12 You start with eggs and -- say, 30 days post hatch; at this  
13 point the fish are big enough that they're now swimming  
14 around, they've absorbed most of the yolk sack and you can  
15 then measure them without killing them. So you can do this  
16 photographically, for example, or you could do it a couple  
17 of other electronic ways. That's usually done, let's say  
18 day 30, day 45, day 60, day 90. At the end of the  
19 experiment then the fish are sacrificed and they are  
20 actually measured and weighed, each individual fish. And in  
21 order to have a -- something that's referred to as an affect  
22 there must be a statistical difference in the size of the  
23 organisms of those in the treatment versus those in the  
24 control. Because there's actually quite a large number of  
25 fish that are used in these early life stage studies to be

1 as many as 30, maybe 60 in some cases in each treatment, in  
2 each replicate, so you -- by the time you add that up you've  
3 got maybe 120 fish at a given treatment. The ability to  
4 detect a significant difference is actually very large. So  
5 it can be as little as a half a millimeter, so a very small  
6 amount.

7 Q You explained that dissolved copper works its mischief with  
8 fish primarily by attaching itself to their gills?

9 A Yes.

10 Q There are other ways in which copper deposited in a water  
11 body can have harmful affects on fish, are there not?

12 A Yes.

13 Q One, for example, would be if the fish ingests invertebrates  
14 that have themselves somehow ingested copper or other metal?

15 A That is a way in which copper can be accumulated in the  
16 fish, yes.

17 Q I'd like to talk with you a little bit about dissolved  
18 organic carbon and its effect on copper toxicity. I believe  
19 you said that you based your estimate of DOC in the Salmon  
20 Trout on three measurements that were taken?

21 A I might have said that; I don't recollect that I said three.

22 Q Well, let me open the question up then. How did you derive  
23 your estimate of average dissolved organic carbon in the  
24 Salmon Trout?

25 A I contacted Mr. Wiitala. I asked him for data that was

1 available for the Salmon Trout and he sent me a table of  
2 values. But to be honest, I don't -- I do not remember  
3 exactly how many values were in the table.

4 Q I understand you don't remember exactly, but can you give me  
5 a ballpark?

6 A I think it was more than ten.

7 Q Do you recall what time of year those measurements were  
8 taken?

9 A My recollection is, is that they were sampled at four  
10 different times across the year. I think that classically  
11 they had spring, summer -- I guess three different times.  
12 They had the spring, summer and fall, and they usually had a  
13 category called "snowmelt."

14 Q Would it be fair for us to assume that dissolved organic  
15 carbon in the Salmon Trout is at its lowest in midwinter?

16 A It will be lower in midwinter. It'll be one of the lower  
17 values in the table, yes.

18 Q And I think you acknowledged on direct that there will be  
19 substantial fluctuation in the amount of dissolved organic  
20 carbon in the stream?

21 A It will vary by a factor of two probably, maybe a little bit  
22 more than that.

23 Q When copper is bound with dissolved organic carbon, what  
24 happens to it?

25 A Well, when the copper is bound to dissolved organic carbon

1           it moves with the carbon. You usually don't think about it  
2           that way when we're in a lake system, but when you're in a  
3           stream system the organic carbon molecules move, the copper  
4           is going with it.

5       Q     Will some of it settle into sediment?

6       A     Not usually.

7       Q     Is it still toxic?

8       A     No.

9       Q     I think you said that the Michigan standard for mercury that  
10       is expressed is .0013 micrograms per liter?

11      A     Nanograms.

12      Q     Nanograms? Excuse me. That's a significant difference,  
13       isn't it?

14      A     A thousand.

15      Q     I think you said that standard was designed to protect  
16       against the combination of atmospheric toxicity and  
17       bioaccumulation?

18      A     It's designed to protect wildlife who feed upon fish, so it  
19       is protecting from what is going into the water from air,  
20       but it's basically protecting uptake across the gill from  
21       water and uptake from mercury in the diet.

22      Q     So in the case of a fish that is both exposed to mercury in  
23       the dissolved -- dissolved in the water and is exposed to  
24       mercury by eating animals that themselves contain mercury,  
25       the object of this lower standard for mercury is to protect

1           against both things?

2       A     It is designed to protect against both things, but it's not  
3           designed to protect those aquatic organisms in the system  
4           against both things.  It's designed to protect the organisms  
5           that are called "aquatic dependent organisms"; that is,  
6           those that are not in the system:  the mink, the eagle, the  
7           birds.  Within the system itself the value that is deemed to  
8           be protective of those organisms is .77 micrograms per  
9           liter.

10      Q     Thank you.  In the course of your direct you used the term  
11           "bioaccumulation" and also a term "biomagnification."  Are  
12           those terms interchangeable?

13      A     No.  Bioaccumulation is a term that's used to describe how  
14           much metal goes into an organism, so "bio" being the  
15           organism, "accumulation" meaning systemic use of the word.  
16           If you accumulate something you're increasing your  
17           concentration over time.  That's a given organism at one  
18           level in the food chain.  The biomagnification is looking at  
19           how much bioaccumulated at the first level, and how much is  
20           now bioaccumulating at the second level.

21      Q     You mentioned two studies by Hansen on the impact of copper  
22           on salmonid olfactory function?

23      A     Uh-huh (affirmative).

24      Q     What resulted the two Hansen studies?  What results did they  
25           achieve?

1 A Well, I don't have the exact values memorized, but I could  
2 give you the general conclusion from it. What they  
3 concluded was, is that; one, copper does interfere with the  
4 ability of fish narrow physiology, and in fact prohibits at  
5 certain concentrations their ability to choose in a  
6 laboratory setting which part of the stream they would  
7 migrate to in a flow through system. So it is effectively  
8 interfering with their olfactory response.

9 Q Do you recall what the copper concentration was that they  
10 tested?

11 A No, I don't, but I recall their conclusion, which it was  
12 that the copper concentration that they used were slightly  
13 below the ambient water quality criteria for that hardness.

14 Q Do we know at what age anadromous salmonids can print for  
15 the chemistry of their natal strain?

16 A Well, I'm not an expert on it, but what I've read is that it  
17 occurs at -- very early in their life, and so it would be in  
18 the first couple months.

19 Q One of your slides showed bioaccumulation or rather the  
20 trophic transfer factors for four materials: methylmercury,  
21 a form of selenium, lead and copper. Do you recall that?

22 A Yes.

23 Q And this related specifically to fish; is that right?

24 A Yes.

25 Q The copper study; do you recall how many species of fish

1           were -- produced the fish trophic transfer factor that you  
2           represented on that slide?

3       A     I don't know the number of species.  I recollect that the  
4           actual number -- calculations that were made, distinct  
5           calculations I think were nine.

6       Q     Does the fish trophic transfer factor vary substantially  
7           according to the fish's diet?

8       A     In a given lake system where all other things are equal, the  
9           answer would be no.

10      Q     In a river?

11      A     In a river system I would give the same answer.  I would say  
12           no.

13      Q     Do you have the fish trophic transfer factor for nickel?

14      A     I do not.

15      Q     Am I right that your -- the metals you focused on in  
16           preparing your opinions for today, the mercury and the  
17           copper, didn't include nickel?

18      A     I focused heavily on mercury and -- copper in particular and  
19           mercury secondarily, and only a little on nickel; enough to  
20           at least look into the nickel water quality criteria  
21           standard and made a few calculations of water hardness for  
22           nickel.

23      Q     I want to explore with you the notion that soils can reach a  
24           saturation point for metals and stop taking them out of  
25           transport.  Is it in fact the case that, for example,

1 wetland soils can reach the limit to how much of a given  
2 metal they can take out of circulation?

3 A Over a very long period of time with massive amounts of  
4 metals being put into a system, the answer would be yes.

5 Q And the amount of time it would take would depend upon the  
6 rate at which metals were being introduced in the system,  
7 would it not?

8 A It would depend on several things. Rate would be an  
9 important one. It would depend on the size of the system.  
10 It would depend on the organic matter that's in there and  
11 the -- and how much organic matter is there, and it would  
12 depend on the rate of flow of water through the system, and  
13 it would rate -- depend on the extent of the vegetation in  
14 the system.

15 Q You talked about European studies of how time it would take  
16 for soils to reach steady state for metal contamination. Do  
17 you recall that?

18 A Yes.

19 Q What kind of deposition rates were at issue in those  
20 studies?

21 A I'll have to give you a generalized answer here because I  
22 don't remember exact values, but if I describe the process I  
23 think you'll get the feel for how it was done. The intent  
24 of that work that was being done for the United Nations was  
25 to look at what's going to happen with soils in Europe under

1 the current condition of atmospheric deposition. So while I  
2 don't know the actual numbers of atmospheric deposition, we  
3 did look a little bit at atmospheric deposition here in the  
4 U.S. If it's similar it would look something like the  
5 values I presented. But I don't know those values in  
6 Europe.

7 Q What is it here in the U.S.?

8 A We're seeing for rainwater it was .9 micrograms per liter.  
9 I think Sweet reports something like 2.3 grams per meter  
10 squared per year on soil.

11 Q 2.3 grams per meter squared per year?

12 A But I would like to look at the Sweet reference if we're  
13 going to get into that.

14 Q Well, this isn't a memory test, but it -- I'll find the  
15 answer in Sweet?

16 A You will find the answer in Sweet.

17 Q And will I find the answer regarding the European issue in  
18 any of the papers that Mr. Predko introduced into evidence?

19 A No. They are available on the U.N. website.

20 Q Dr. Ejnik has done baseline water quality studies of the  
21 Salmon Trout and I think some other streams for several  
22 years. Am I right?

23 A It's my understanding.

24 Q As I understand it you don't have any quarrel with his  
25 baseline data collection?

1 A No, I'm actually quite impressed with it.

2 Q As I understand it from your demonstratives he found the  
3 concentration in the headwaters of the Salmon Trout, copper,  
4 to be .2 micrograms per liter?

5 A Yes. That's what he stated in his testimony.

6 Q And I believe you said that that's really low?

7 A That is low.

8 Q Does that tell you anything about the purity or pristineness  
9 of the stream?

10 A Yeah, I would think so. I mean, taking that together with  
11 the other data I saw for other metals for that, I would say  
12 it's a very clean system.

13 Q Based on your expertise of water quality and the things that  
14 compromise water quality, is it your conclusion based on the  
15 data that you've seen that the headwaters of the Salmon  
16 Trout are an extremely high quality aquatic environment?

17 A Based on my review of the water quality data that I've had  
18 to look at I would say yes.

19 Q I believe you also said that Sweet's study measured  
20 atmospheric deposition of copper in rainwater of .9  
21 micrograms per liter?

22 A That's what they report in their paper, yes. For both  
23 copper and nickel.

24 Q So is it exactly the same for both --

25 A Yes.

1 Q -- or ballpark?

2 A No, no, same number.

3 Q And I think you said that's their number for atmospheric  
4 deposition in the United States?

5 A Actually that value I'm citing was from the station that  
6 they had at western Lake Superior.

7 Q Can you be more specific where it is?

8 A As close as I can get without pulling the paper is that  
9 it's, I believe, in the Houghton-Hancock area, but that's  
10 the best I can do.

11 Q In your opinion would it be safe to assume that atmospheric  
12 rain deposition in the area of this mine is going to be very  
13 similar to that found by Sweet in the Houghton-Hancock area?

14 A That was my assumption.

15 Q I'm interested in the fact that the Salmon Trout has .2  
16 micrograms per liter, whereas rainwater is .9 micrograms per  
17 liter. Does that suggest to you that at least at the  
18 headwaters the Salmon Trout is predominantly a groundwater  
19 fed stream?

20 A I think there's a couple of explanations that you can look  
21 at. One is, is that all of the water coming to the stream  
22 is groundwater; that's one explanation. And we know that's  
23 not true; it does rain there, snow does melt. Two, all of  
24 the metal that's in the snowmelt or rainwater is removed  
25 before it gets to the stream. Or three, more realistic, the

1 stream is a mixture of surface water runoff from snowmelt  
2 and rain, and groundwater fed.

3 Q But is the difference between the .2 and the .9 -- do you  
4 take that as evidence that there is a substantial  
5 groundwater contribution to the stream?

6 A Well, I took it as actually that it appeared to me that  
7 there were substantial removal mechanisms for copper before  
8 the rainwater and groundwater reached the system. And the  
9 reason I did that is is that when looking at the data that I  
10 had for surface water concentrations of metals and I looked  
11 across many of the metals, I particularly focused on samples  
12 that they claimed were measured during snow melt. There's  
13 been lots of discussion around snow melt, but one of the  
14 assumptions here is is that when the snow melts it reaches  
15 the stream rather rapidly and we see dramatic increases in  
16 the stream flow. At that time I think you would have to  
17 argue that a significant portion of the flow in the Salmon  
18 Trout would have been derived from snow melt. So under that  
19 condition, it's difficult to understand why the  
20 concentration of metals didn't go up in the stream. It's  
21 either went to the soil or it went to the stream.

22 Q When you calculated your spring runoff scenario, you assumed  
23 that the snow accumulation is four months?

24 A That was -- yes, because I was -- that's correct. I was  
25 trying to be consistent with the four-month period Dr. Ejnik

1 had used for his calculation of the math that I demonstrated  
2 here. So, yes.

3 Q He assumed four months of snow accumulation?

4 A No, he did not. He used a generic model which was four  
5 months during the year. He didn't specify. He simply said,  
6 "Over a 120-day period this much would accumulate. I assume  
7 this much goes to the river." And he didn't discuss snow  
8 melt or not.

9 Q And you assumed that the snow pack in the spring runoff will  
10 run off over 30 days?

11 A I used that assumption. And this was something that I  
12 picked up from Dr. Strand's testimony. He made a comment in  
13 his testimony about snow melt and the importance and the  
14 late spring melting of snow in late March. And he  
15 referenced maybe a 30-day period. So I used that as an  
16 example.

17 Q If I understood you correctly, you spent a lot of time in  
18 the Upper Peninsula.

19 A Well, I get there periodically. I still have a house there  
20 and I spend two weeks there every summer. And if I can get  
21 there in between times at Christmas or Easter, I do that,  
22 too.

23 Q Are you ever there for the spring runoff?

24 A Yeah.

25 Q Most of it can happen within just a couple of days, can't

1           it?

2       A     Not where I live.  Up on the eastern end of the peninsula  
3           and when I was growing up in the 60's and 50's up there, now  
4           it started -- when it finally warmed up late March, you  
5           would see snow starting to disappear.  And sometimes snow  
6           was way late into April before it was gone.

7       Q     You said that in your recalculation of the Ejnik analysis  
8           you calculated with snow melt a 1.2 microgram per liter  
9           increase in dissolved copper?

10      A     That's correct.

11      Q     And you said that that was after applying a 10 percent  
12           dissolution rate?

13      A     Correct.

14      Q     So prior to the dissolution rate, the increase is 12  
15           micrograms per liter?

16      A     Under that set of conditions, which I previously qualified  
17           by saying that I didn't think the calculation was -- the  
18           approach was done right.  But, yes.

19      Q     Where did you get your estimate of average flow at the mouth  
20           of the Salmon Trout of 44 cfs?

21      A     I can't answer that, because I don't recall.  I was looking  
22           at a table of flow rates for several sites.  And I'm sorry.  
23           I simply don't recall which table I was looking at.

24      Q     Am I right that you haven't offered here an analysis of the  
25           potential acidification effects of a particular deposition?

1 A I did not.

2 Q In talking about the dilution of the copper that's  
3 introduced to the headwaters as the river flows and goes  
4 downstream, did you take account -- into account at all  
5 additional particulate deposition that would occur  
6 downstream?

7 A No, I did not consider additional particulate deposition.

8 MR. DYKEMA: Thank you, Dr. Adams.

9 MR. WALLACE: Dr. Adams, my name is Bruce Wallace.  
10 I'm going to try very carefully not to ask anything you have  
11 been asked previous. Could we look at slide 29, please?

12 CROSS-EXAMINATION

13 BY MR. WALLACE:

14 Q Now, what you were doing here this afternoon was using Dr.  
15 Ejnik's methodology but criticizing some of his assumptions;  
16 correct?

17 A Yes; yes.

18 Q You didn't do your own study with your own methodology, take  
19 your own approach that would be better than Dr. Ejnik's in  
20 your mind?

21 A I didn't.

22 Q Okay. Do you have in mind a way of doing this that would  
23 have been better than Dr. Ejnik's to determine concentration  
24 of copper in the headwaters of the Salmon Trout River?

25 A I considered this at some length actually and decided not to

1 make the calculation because, in my view, there's no way to  
2 do it accurately with the limited amount of information  
3 that's available. And that was part of the reason of  
4 showing the complexity of the interactions that occur, just  
5 moving the short distance through a wetland zone to a river  
6 it actually would take a fairly sophisticated model to do  
7 that and to do it right. And so in the time frame we had, I  
8 decided rather than just taking some sort of worst case  
9 assumption and changing the assumptions and opening myself  
10 up to the same criticisms that are there, I would simply  
11 point out that this is an inappropriate way to do it.

12 Q Okay. Well, the time frame that Kennecott's had is several  
13 years; correct, sir? They've had several years to study the  
14 headwaters of the Salmon Trout River and predict  
15 concentrations of copper in those waters?

16 A I'm sure they've been looking into a lot of things over the  
17 last few years. And I think one of the issues -- if I were  
18 there and were asked to have done that study, I wouldn't  
19 have done it.

20 Q But when you said in the time frame available, were you  
21 saying in the several years available to Kennecott that's  
22 not enough time to have come up with a more sophisticated  
23 way of studying the Salmon Trout River than, for example,  
24 Dr. Ejnik did?

25 A No. I mean, if you -- if you think that's a high enough

1 priority that you should do it, I would say several years is  
2 enough time to do it.

3 Q But as far as you know, neither Rio Tinto nor the MDEQ tried  
4 to model the predicted concentrations of copper or nickel in  
5 the waters of the Salmon Trout River in connection with this  
6 permit application; is that fair to say?

7 A I have not seen a sophisticated model. The DEQ did a  
8 modeling exercise where they looked at deposition rates  
9 again into 36 square miles, came to the conclusion that  
10 based on their estimates of deposition rates and the mass of  
11 the -- all of the material going into the surface water area  
12 that they looked at, that in fact there was not going to be  
13 a problem from air deposition. It's we had quite an  
14 extensive discussion yesterday from Dr. Kapustka about  
15 scoping level, screening level and definitive level.  
16 Usually when you do these sort of screening level studies  
17 and you conclude using rather severe worst case conditions  
18 that there's no problem, you stop.

19 Q Well, I guess all I'm trying to make clear here, if I'm  
20 understanding clearly, is that other than Dr. Ejniak's study,  
21 nobody else has done a study specifically trying to  
22 calculate the concentrations of copper and nickel as a  
23 result of mining in the headwaters of the Salmon Trout? You  
24 didn't do it and you don't know anybody else who has done  
25 it?

1 A Well, that's not quite accurate.

2 MR. PREDKO: Objection; mischaracterizes his  
3 testimony. He just told you MDEQ did a calculation.

4 Q A calculation or reached an opinion that there would be no  
5 problem, is what I think you said?

6 A They did a calculation that was of the same type that Dr.  
7 Ejnik did. And it's been entered as an exhibit. I don't  
8 have the exhibit number, but it's been entered.

9 Q Okay. Well, I don't have the exhibit number either. But  
10 did you see the exhibit that was created by the MDEQ that  
11 undertook to calculate final chronic values for copper in  
12 the Salmon Trout River using two different assumptions; one  
13 100 percent dissolution of copper in the water, and the  
14 other 50 percent? Did you see that document?

15 A I don't believe I did.

16 Q You would agree with me that the calculations that Dr. Ejnik  
17 did using 5 percent and .5 percent of the copper deposited  
18 on the land that would reach the Salmon Trout waters is  
19 considerably more conservative than 50 percent and 100  
20 percent in the DEQ exhibit I'm describing to you, would you  
21 not, sir?

22 A I think that's not a proper characterization of those  
23 studies. Well, I thought you said you hadn't seen this.  
24 I'm just representing it to you 50 percent and 100 percent.  
25 I'm asking you really a simple question. Is 5 percent and

1 .5 percent used by Dr. Ejnik a much more conservative set of  
2 assumptions than 50 percent and 100 percent used by the MDEQ  
3 in the exhibit that's been put into evidence earlier?

4 A No, it's not. If you --

5 Q Why is that?

6 A Well, you're going the wrong way with the numbers. If we  
7 just stick with the scenario you've laid out, if one assumes  
8 100 percent is available, that's the absolute worst case.  
9 Whatever the amount is that's going there, that's as bad as  
10 it can get. If you only assume 5 percent is going there,  
11 then you've reduced the amount that's reaching the stream by  
12 95 percent and, therefore, it won't be in the stream. So  
13 it's a much less conservative approach. The approach is  
14 flawed, but the approach is much less conservative.

15 Q Well, maybe we're having a semantic difficulty. But in any  
16 event, did you do an analysis of Dr. Ejnik's calculations  
17 using .5 percent? I think that's a "yes" or "no" question,  
18 sir.

19 A Well, I'm thinking about all of the calculations that I made  
20 over the last while on this. If you remember Dr. Ejnik's  
21 testimony, he actually stated that it didn't make any  
22 difference whether it was .5 percent or 5 percent.

23 Q Well, excuse me. He didn't actually say it didn't make any  
24 difference. He said the difference is how quickly you'll  
25 reach steady state; correct?

1 A That's correct.

2 Q That's the difference in this?

3 A But what he was inferring was that once you reach steady  
4 state, so if you use 5 percent or you use .5 percent, you  
5 get the steady state by his model at a different time. But  
6 when you get there, that steady state, the amount going to  
7 stream is still the same 14.7 grams per day. In that sense,  
8 it didn't make any difference whether you used .5 percent or  
9 5 percent. We're simply talking about the time to steady  
10 state. The amount reaching the stream is the same. So this  
11 degree of conservatancy here is irrelevant in making this  
12 kind of calculation.

13 Q Well, I thought you were making a point to us earlier, sir,  
14 that in studies you were familiar with it would take  
15 hundreds of years to reach steady state.

16 A The reports that I mentioned indicate that, yes.

17 Q Okay. And that's a significant difference between reaching  
18 steady state in 120 days, isn't it, in terms of  
19 environmental impact?

20 A Yes, significantly different.

21 Q Now, you looked at the headwaters of the Salmon Trout and  
22 you criticized Dr. Ejniak as being, you know, essentially  
23 unscientific in using 3.1 miles squared; correct?

24 A What I said was is that -- yes. I'll answer it "yes."

25 Q Okay. For the purposes of this study, it doesn't really

1 matter, does it, sir, what area he used as long as he was  
2 consistent once he selected an area, because surely there is  
3 an area of 3.1 square miles at some point along the  
4 headwaters that describes the land drained into that point  
5 on the headwaters; correct?

6 A There is 3.1 square miles there somewhere.

7 Q Right. So for the purposes of these calculations, the use  
8 of 3.1 square miles by Dr. Ejnik doesn't skew any numbers,  
9 does it, sir?

10 A Well, I think it does. It depends where you place that 3.1  
11 square miles and how close it is to the river system.  
12 Because the longer you transport over land the less likely  
13 it is to get there. Secondly, it depends on how you  
14 position the 3.1 square miles over the river stream system  
15 and because of the distance from the source. So if you  
16 wanted to do it accurately, you would go on the map and  
17 you'd trace it out and you'd calculate the area.

18 Q Okay. And you didn't do that, sir, did you?

19 A I did not do that.

20 Q You could have, but you didn't think it was important enough  
21 in your criticism of Dr. Ejnik to do it yourself, did you?

22 A That's right.

23 Q And I wonder, this .9 milligrams per liter atmospheric wet  
24 deposition pre-mining figure that you've used for --

25 A From the Sweet -- from the Sweet --

1 Q From the Sweet study.

2 A Yeah.

3 Q Okay. You eyeballed that to transport it from someplace in  
4 western Lake Superior to the Huron Mountain area, didn't  
5 you, sir?

6 A I looked at the data that was there for not only Lake  
7 Superior but for the other stations that were in the Great  
8 Lakes. They were all quite similar for copper, but they  
9 varied a bit.

10 Q That's not any more extreme form of eyeballing than -- or  
11 less than Dr. Ejnik did to come up with 3.1 miles which you  
12 went on to use; is that fair to say?

13 A I'll give you a "yes" on that one.

14 Q And I guess another thing I wonder about here, sir, this  
15 exhibit slide 29 is meant to be a list of Dr. Ejnik's  
16 assumptions; correct?

17 A Yeah; yes.

18 Q Okay. Isn't the 120 days in the fourth bullet point a  
19 calculation? That's not an assumption. That's a result of  
20 his calculations, is it not, sir?

21 A It could be. The way he put it in his statement, in his  
22 testimony, he indicated that, if you do this addition and  
23 subtraction, addition, subtraction, that you would get the  
24 steady state at 120 days. There were no actual data  
25 presented that I saw. So but you could characterize it as a

1 statement, if you like.

2 Q As the result of this calculation, it's rather than an  
3 assumption that he pulled out of the air and calculated  
4 from?

5 A Yeah; yeah.

6 Q Okay. And that would be a different figure if you would  
7 track through his calculations using .5 percent per day;  
8 correct?

9 A Yes.

10 Q All right. Now, I thought I understood you to say that Dr.  
11 Ejnik had somehow failed to calculate the 85 percent control  
12 that this filter is supposedly going to have if it works on  
13 the stack; is that right?

14 A No; no. Just a mis-communication. It's my recollection is  
15 is that he was asked under testimony if he had. You asked  
16 him under testimony if he had considered it, and he said he  
17 did.

18 Q Said that he did, yes.

19 A He did.

20 Q And do you know how he considered it?

21 A No.

22 Q Did you understand --

23 A What he said -- what he said was, "I had to redo the  
24 calculation."

25 Q Did you understand that the CRA map that was up here

1 earlier --

2 A Yes.

3 Q -- with the contour lines that that was a map based on the  
4 85 percent control?

5 A Yes; yes; yeah.

6 Q Okay. Does the pH of water affect its ability to dissolve  
7 metals?

8 A Yes.

9 Q Okay. And as a general matter, does lower pH, in other  
10 words, greater acidity, increase its ability to dissolve  
11 metals?

12 A It does for some metals. It does for the ones we've been  
13 discussing here.

14 Q Okay. Because you made reference to a study, some European  
15 study, I think, where copper sulfide and copper sulfate,  
16 nickel, sulfide were dissolved and the ability to dissolve  
17 them was measured; correct?

18 A Yes.

19 Q And I think you said that the pH that was used for those  
20 studies was between six and eight?

21 A Yeah.

22 Q Okay. And then you gave us the numbers that resulted?

23 A I give a generalization of it in the range of 5 to 10  
24 percent for copper and -- or 3 to 10 and 3 to 12, I think,  
25 for nickel.

1 Q Okay. And what do you know about the pH of the headwaters  
2 of the Salmon Trout?

3 A I've looked at the pH data. It's generally running above  
4 seven. There are excursions in either direction. It does  
5 have lower values in the spring.

6 Q The calculations that are shown on the flip chart in front  
7 of us where you started with .66 grams per meter squared per  
8 year and you worked through the calculations that Dr. Ejnik  
9 worked through; correct?

10 A Yes.

11 Q Okay. Those were correct calculations? You checked --

12 A Yes.

13 Q -- his numbers and they were right?

14 A Yeah; yeah. We verified them.

15 Q Okay. Would you mind flipping to the next page there, sir?

16 Okay. And this next page, which I guess is going to also be  
17 an exhibit -- it hasn't been marked yet -- but begins with  
18 the words "Recalculation of Dr. Ejnik"; correct?

19 A Correct.

20 Q And at the end of your -- kind of your bottom line for  
21 recalculation of snow melt conditions is 1.4 micrograms per  
22 liter; correct?

23 A Total concentration in the stream using this set of  
24 assumptions.

25 Q Okay. Just slightly less than half of the water quality

1 standard?

2 A That's correct.

3 Q And if we took Dr. Ejnik's assumptions and moved them closer  
4 to the MDEQ's assumptions in the exhibit I was describing to  
5 you; in other words, let's say, instead of 5 percent per day  
6 we used 15 percent per day; and you did another  
7 recalculation of Dr. Ejnik, do you agree that the water  
8 quality standard would then be exceeded or violated for the  
9 Salmon Trout River with that simple change of one assumption  
10 and the direction towards what the MDEQ itself used? I  
11 think I'm just asking you an arithmetic question here  
12 really.

13 A Well, I think the answer is "no." If I actually just  
14 repeated what he did, which I think is wrong, then, yes, the  
15 concentration would go up.

16 Q Okay. And if you used an assumption of 15 percent, it would  
17 go up over the water quality standard for the Salmon Trout,  
18 would it not, sir?

19 A It would. But the model is -- the model he's using is  
20 wrong.

21 Q But you don't have a better model, do you?

22 A Well, I wouldn't use -- I wouldn't use that model, because  
23 his assumption of steady state is wrong on the time frame.  
24 And so these have dramatic differences. And I made the  
25 calculation here that if you took all, everything that's

1 deposited in a 120-day period, not 15 percent, 100 percent,  
2 and put it in that stream, you will have a three microgram  
3 per liter increase. And that's ignoring dissolution,  
4 ignoring dissolved organic carbon. So arguing over whether  
5 5 percent or 15 percent, you know, just take it all.

6 Q And if you take it all, you contaminate this river so no  
7 fish can live all the more faster, don't you, sir?

8 A No. What I'm saying is, if you take the total deposition  
9 that we're talking about, 14.7 grams per day for 120 days,  
10 you multiply that total out, put it in the stream, divide it  
11 by the stream flow, you get a three microgram per liter  
12 increase.

13 Q The 120 days that he calculated, that's the calculation you  
14 redid and found no fault with, isn't it, sir?

15 A I -- if you -- there's two --

16 Q I mean, could you answer that question? And then you can  
17 explain it. But you didn't find any fault with the  
18 calculations he used to say steady state would be reached at  
19 120 days?

20 MR. PREDKO: Objection; mischaracterizes his  
21 testimony.

22 A First of all, I've said that the model is wrong. It  
23 shouldn't be 120 days. And that --

24 Q It's the only model we've got, sir, so let's go with it here  
25 for a minute. Is the math right?

1 A The math in his broken model works.

2 MR. WALLACE: I have nothing further.

3 JUDGE PATTERSON: Ms. Halley, do you have any  
4 questions?

5 MS. HALLEY: No, Your Honor.

6 JUDGE PATTERSON: Mr. Egan?

7 MR. EGGAN: No, Your Honor.

8 MR. PREDKO: I do have just a couple, Your Honor.

9 JUDGE PATTERSON: Okay.

10 REDIRECT EXAMINATION

11 BY MR. PREDKO:

12 Q Dr. Adams, just to be clear, none of the recalculations that  
13 you did with what you characterize as Dr. Egnik's broken  
14 model correct for the amount of dissolved organic carbon  
15 that exists; correct?

16 A That's correct.

17 Q And if you did make that correction, what would be the  
18 result?

19 A If we corrected for the average amount of dissolved organic  
20 carbon that's in the river, it would elevate the three  
21 microgram per liter standard to 11. And it would increase  
22 the amount of safety or distance between what the  
23 concentrations that will result in the stream and the  
24 concentration that would be the new standard.

25 Q Now, Mr. Dykema had asked you something along the lines if

1           whether you had ever seen a filtration system in a vent  
2           stack on other mines. Do you remember that?

3           A     Yes, I do.

4           Q     Now, based upon your years of experience in the mining  
5           industry, could you compare this mine to other mines with  
6           respect to efforts taken to minimize potential impacts to  
7           the environment and natural resources?

8           A     Yes. In my responsibility of environmental responsibilities  
9           in the company I have opportunities to visit many mines, and  
10          that includes mines in Australia, mines in South Africa,  
11          including the copper mine, an underground copper mine in  
12          South Africa, which I audited last year. I spent a week  
13          there last year and I was there two years ago. I've also  
14          been at the underground mine in Chile, El Teniente, the  
15          biggest underground copper mine in the world, and several  
16          other copper mines around the world, including the Kennecott  
17          copper mine in Salt Lake City where I worked for six years.  
18          And that's the largest copper mine in the U.S.

19                    There's some rather distinct differences between  
20          this copper mine and many of the other mines. First of all,  
21          this is a very small mine. We're projecting something on  
22          the order of 500,000 tons of ore per year. We will produce  
23          that much at Kennecott in a week, just to put it in  
24          perspective. So the actual size of the mine, the amount of  
25          rock that's going to be moved and so forth, this is a very

1 small mine. Secondly, or additionally, there have been  
2 extraordinary efforts gone into the design of this mine to  
3 insure the safety of the mine and to insure that every  
4 aspect of the mine is under control from an environmental  
5 perspective. And that includes things like making sure the  
6 roads are watered, making sure the trucks are covered when  
7 anything is being hauled, making sure that any waste rock is  
8 stored in the building; that dust is absolute minimized to  
9 the minimum. A filter will be put on the air vent from the  
10 mine shaft, which is indeed unique, and that the wastewater  
11 treatment system is without a doubt the most complicated  
12 wastewater system that I've seen in my mining experience.  
13 It is a marvelous piece of engineering design which, of  
14 course, it's designed to treat water and get it back to  
15 drinking water standards before it's reinjected.

16 In my opinion, this will be the absolute best mine  
17 that we Rio Tinto has in its portfolio when it's in  
18 operation.

19 Q When you say the best mine in its portfolio, the best mine  
20 as to what?

21 A The best mine in terms of its environmental performance and  
22 potential release of substances offsite.

23 MR. PREDKO: Thank you, Doctor.

24 MR. REICHEL: I have no questions, Doctor.

25 MR. WALLACE: I do have a couple more. Could we

1 look at 31 for a moment?

2 RE CROSS-EXAMINATION

3 BY MR. WALLACE:

4 Q Just to be clear, this 11 micrograms per liter that you put  
5 up in Exhibit 31, that is not the water quality standard set  
6 by law in the State of Michigan, is it, sir?

7 A No, it's not.

8 Q Okay. It's just something you've calculated as an  
9 alternative to the legal standard that exists?

10 A It was calculated as an alternative using the U.S. EPA water  
11 quality criteria methodology for setting water quality  
12 standards for copper that was originally issued last year.

13 Q Okay. The legal standard in Michigan for copper is three  
14 and for nickel it's 17; correct?

15 A Yeah. Adjusting for hardness, yes.

16 Q Are you a shareholder in Rio Tinto?

17 A I own a few shares of stock; not many, but a few.

18 Q Okay. Do you have any idea of what this orebody is worth?

19 MR. PREDKO: Objection, Your Honor. First of all,  
20 I didn't cover any of that in my redirect, and so it goes  
21 beyond the scope of my redirect. Plus, I believe Your Honor  
22 has already ruled on this issue with another witness, this  
23 kind of information is clearly proprietary, highly  
24 confidential and is not relevant to anything going on in  
25 these proceedings that relates to the application for mining

1 permit.

2 MR. WALLACE: And my answer is I think that his  
3 answers on redirect, as well as some of his other answers  
4 here today, have raised questions of bias which I'm entitled  
5 to look into. And if the exact number is a matter of  
6 proprietary concern, which I find hard to believe because  
7 I've read it in the paper, we could make a record  
8 separately.

9 MR. PREDKO: Well, Your Honor, that goes to the  
10 heart of it. And Mr. Lewis made this objection when you  
11 ruled on it before and said that this area was just off  
12 limits, you know. The day after any value is put out there,  
13 it's going to be in the newspaper, and that's exactly why  
14 they wanted to get that information out in the public is to  
15 prejudice this mine.

16 JUDGE PATTERSON: I'll sustain the objection.

17 MR. WALLACE: I have nothing further, then, sir.

18 EXAMINATION

19 BY JUDGE PATTERSON:

20 Q Doctor, if you could, going to number 16, if you could do  
21 that, the water quality standards for inorganic mercury for  
22 the Salmon Trout is .77 micrograms per liter, is it?

23 A Yes.

24 Q Where does that come from? Is that in the permit?

25 A No. And I probably could have characterized that better.

1 In the slide that's either before or after it where I show  
2 all of the data for mercury, if we could -- there we go.  
3 This Michigan chronic water quality standard for aquatic  
4 life of 0.77 is a standard set by the State of Michigan.

5 Q For any body of water?

6 A That's right. It's not specific to the Salmon Trout.

7 Q Okay. And the value set for protection of wildlife and  
8 humans is --

9 A Yes.

10 Q -- 13-1,000th's of a --

11 A Microgram, yes.

12 Q Much, much lower than that?

13 A That's right. And that also is a State of Michigan standard  
14 that had been adopted.

15 JUDGE PATTERSON: Okay. All right. I was  
16 slightly confused about that. Thank you.

17 MR. DYKEMA: Your Honor, may I ask one very quick  
18 follow-up to that?

19 JUDGE PATTERSON: Yeah; sure.

20 RE-CROSS-EXAMINATION

21 BY MR. DYKEMA:

22 Q The second bullet on 16 talks about the water quality  
23 standard for inorganic mercury. Is the value in the fourth  
24 bullet also inorganic?

25 A Well, that's -- it takes a bit of an explanation to answer

1 that. This is actually a backwards calculation from if you  
2 know what the effect level is in the diet of mink and you  
3 know how much water they drink and how much diet they eat,  
4 you have to start backwards calculating then what will the  
5 concentration need to be to protect the mink. So the water  
6 number is inorganic, but the dietary contribution along the  
7 way is organic. Sorry. It's a complicated process. But  
8 when mercury enters the diet of organisms, it becomes an  
9 organic form. And so in the water the inorganic form is  
10 measured. But and actually it's reported -- if I remember  
11 right, it's reported as total mercury, I believe.

12 MR. DYKEMA: Thank you.

13 MR. PREDKO: Nothing further.

14 JUDGE PATTERSON: Thank you, Doctor.

15 MR. PREDKO: Your Honor, Kennecott does have one  
16 more witness, because he's been out of the country and  
17 unavailable. He will not be able to testify until next  
18 week. I've had discussions with --

19 JUDGE PATTERSON: You mentioned that previously.

20 MR. PREDKO: -- Petitioner's counsel, MDEQ  
21 counsel. I think that we're going to accommodate that  
22 schedule and allow him to testify on Tuesday. Other than  
23 that, that would be the end of Kennecott's witnesses.

24 MR. WALLACE: I would just like to put on the  
25 record, because I think this has been communicated, Tuesday

1 is a day that I simply cannot be here. This would have been  
2 my witness, and I asked that we do it Wednesday or Friday or  
3 some other day next week, if we could.

4 MR. PREDKO: I guess nobody's ever communicated  
5 that to me, Counsel, especially you, which is who I would  
6 expect to hear it from.

7 MR. EGGAN: I mentioned it to Mr. Lewis this  
8 morning.

9 MR. LEWIS: Yeah, before lunch. And I suggested  
10 he talk to Mr. Predko.

11 MR. PREDKO: Well --

12 MR. WALLACE: So I'm respectfully asking if we can  
13 do this a different day next week I would appreciate it.  
14 We're taking him out of order, which is an accommodation.  
15 And he was scheduled once before and I was prepared to  
16 examine him and then he was rescheduled. This was early on  
17 in the trial.

18 MR. PREDKO: Right. And the reason that he was  
19 rescheduled is because the time that Petitioner's were  
20 taking with their witnesses was just frankly taking too long  
21 and we wouldn't have had time for him anyway. But that  
22 said, Your Honor, I have to call him and check.

23 JUDGE PATTERSON: Okay.

24 MR. PREDKO: He is in and out of the country. If  
25 Tuesday is not the only day that he can do it during the

1 course of this trial, we would be happy to reschedule.

2 MR. WALLACE: We're not adverse to doing it out of  
3 the country, of course.

4 JUDGE PATTERSON: It depends on where.

5 MR. DYKEMA: South of France would be nice.

6 JUDGE PATTERSON: So you want to start tomorrow?

7 MR. REICHEL: Well, Your Honor, we have our first  
8 witness ready to start. His direct examination is -- I  
9 cannot complete in time today.

10 JUDGE PATTERSON: Is that Mr. Maki?

11 MR. REICHEL: Yes, it is. And I was just going  
12 to, for the record, Your Honor, in the interest of moving  
13 forward, I've intended to waive opening statement. My  
14 intention is, whether it be today or tomorrow, to start Mr.  
15 Maki's direct examination. So I'll leave it to --

16 JUDGE PATTERSON: I prefer to do it tomorrow  
17 morning.

18 MR. REICHEL: All right. I'll be happy.

19 JUDGE PATTERSON: Frankly, I need some office  
20 time.

21 MR. REICHEL: That's fine. I'm happy to  
22 accommodate that.

23 JUDGE PATTERSON: Okay. See you in the morning.

24 (Proceedings adjourned at 4:37 p.m.)

25 -0-0-0-