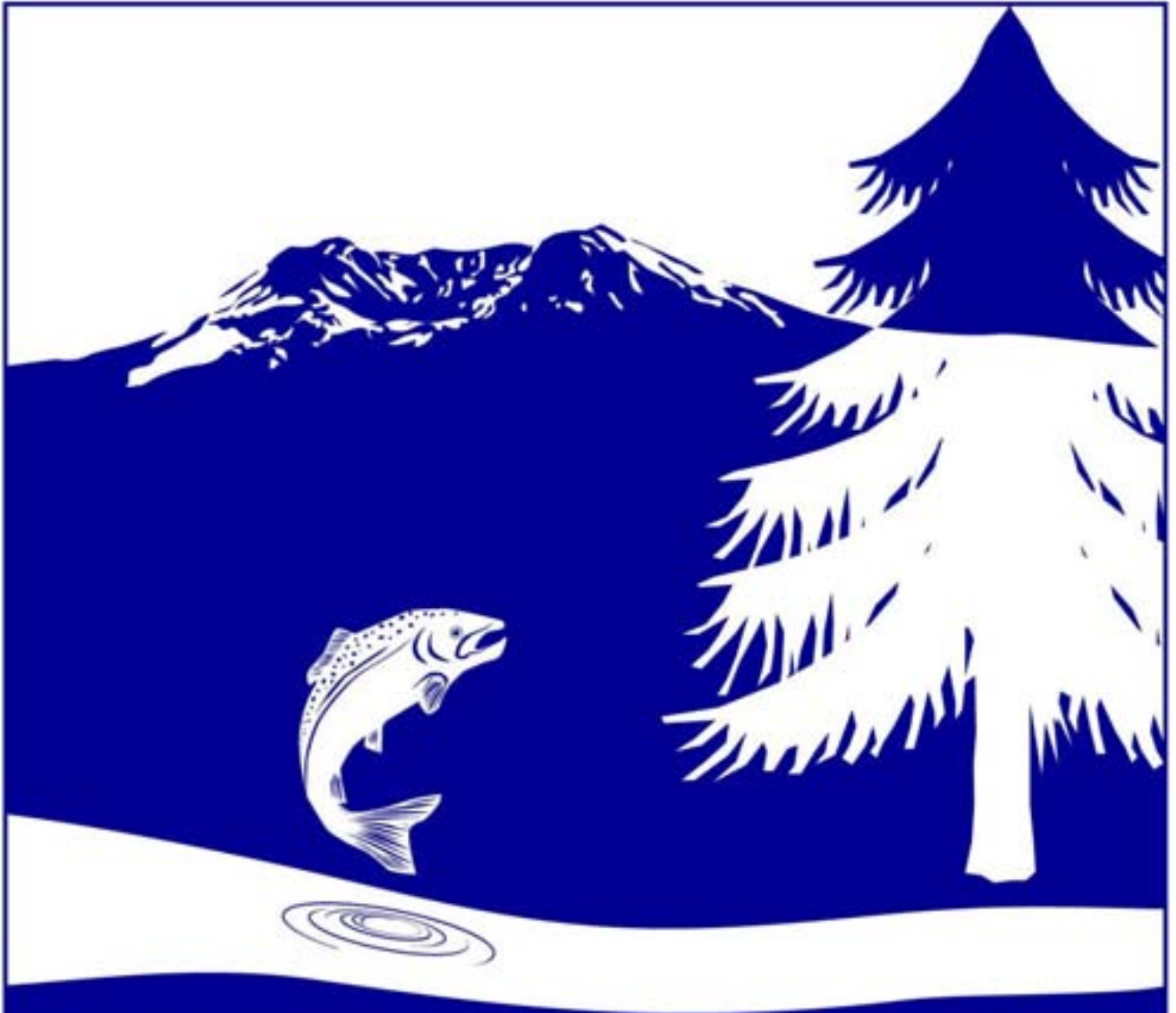


# CHALLENGING STUDENTS IN NATURAL RESOURCES



WASHINGTON STATE  
ENVIRONMENTAL

# Cooperating Agencies

Washington Association of Conservation Districts

Washington State Conservation Commission

WSU Cooperative Extension

Natural Resources Conservation Service

Washington Department of Fish and Wildlife

Washington Department of Natural Resources

Department of Ecology

U.S. Forest Service

## Washington State Envirothon

1251 South 2<sup>nd</sup> Avenue, Room 101

Okanogan, WA 98840

**If you have any questions, contact:**

Laura Clark – (509) 422-0855 ext. 100

Dave Nygard – (360) 754-3588 ext. 134

**2003 Conservation Commission Publication**



**Washington State  
Conservation  
Commission**

# WASHINGTON STATE ENVIROTHON

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# Introduction

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## What

**Envirothon** is a problem-solving, natural resource competition for high school students. In the field, teams of students are challenged to hone critical thinking skills and work as a team to both answer written questions and conduct hands-on investigation of environmental issues in five categories – **Water, Soil, Forestry, Wildlife, and a Current Environmental Issue**. A sixth component integrates all five test categories and requires teams to use an interdisciplinary approach to present an **Oral Presentation on the Current Environmental Issue topic**.

## How

Reference guides for students and study-area guides for teachers are included in this packet. Local conservation district personnel can mentor teams that participate. Envirothon also can be used as a curricula guide for classroom study at any level.

Conservation districts in conjunction with cooperating agencies, educators, community groups and interest groups run local Envirothon competitions in the Spring. Winning teams from each conservation district compete in a state contest, and the winning team goes to the **Canon Envirothon competition**.

## Why

**Envirothon** stimulates, reinforces and enhances students' interest in the environment and our state's natural resources.

Envirothon was created by the Pennsylvania Association of Conservation Districts in 1979 as an outdoor hands-on competition. In 1980- the name was changed from Environmental Olympics, and as the concept expanded to other states and a national competition added, the name was changed in 1988 to **Envirothon**. More than 17 states, along with Nova Scotia and 7 other Canadian Provinces in Canada participate. Envirothon affords a unique interdisciplinary approach to teaching more environmental education. And it's fun!



# Goals

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**Goal 1** To promote a desire to learn more about the natural environment and develop knowledge and skills to apply the basic principles and practices of resource management and ecology.

Objectives:

- Basic knowledge and awareness
- Analysis skills and resource management

**Goal 2** To promote stewardship of natural resources and develop critical thinking skills, cooperative problem-solving skills, and decision making skills of students to balance the quality of life and the quality of the environment.

Objectives:

- Identification of environmental problems
- Issue investigation
- Comprehension of different points of view
- Ability to generate alternative solutions
- Evaluation of personal positions
- Ability to think ahead
- Ability to communicate

**Goal 3** To provide students with experience in environmentally oriented activities to enable them to become environmentally aware, action oriented citizens.

Objectives:

- Knowledge of strategies used in environmental/natural resource management
- Working with resource management agencies and organizations
- Evaluating the effect of personal actions
- Ability to work alone and with others to solve environmental problems

# Test Objectives

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Note: Test objectives are based on the Canon Envirothon.

## Water/Aquatics

- a. Identify the processes and phases for each part of the water cycle
- b. Describe the chemical and physical properties of water and explain their importance for freshwater and saltwater ecosystems
- c. Discuss methods of conserving water and reducing point and non-point source pollution
- d. Analyze the interaction of competing uses of water supply, hydropower, navigation, wildlife, recreation, waste assimilation, irrigation, industry, and others
- e. Identify common aquatic organisms through the use of a key
- f. Delineate the watershed boundary for a small water body
- g. Be able to explain the different types of aquifers and how each type relates to water quality and quantity
- h. Briefly describe the benefits of wetlands, both function and value
- i. Describe the changes to the aquatic ecosystem based on alteration to the aquatic habitat
- j. Know methods used to assess and manage aquatic environments and utilize water quality information to assess the general water quality of a given body of water (includes sampling techniques, water quality parameters used to monitor point and non-point source pollution)
- k. Be familiar with major methods and laws used to protect water quality (surface and ground water) and utilize this information to make management decisions to improve the quality of water in a given situation

# Test Objectives

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## Forestry

- a. Identify common trees without a key and identify specific or unusual species of trees or shrubs through the use of a key
- b. Understand forest ecology concepts and factors affecting them, including the relationship between soil and forest types, tree communities, regeneration, competition, and succession
- c. Understand the cause/effect relationship of factors affecting tree growth and forest development (climate, insects, microorganisms, etc.)
- d. Understand how wildlife habitat relates to forest communities, forest species, forest age structure, snags and den trees, availability of food, and riparian zones
- e. Understand the value of trees in urban and suburban settings and factors affecting their health and survival
- f. Understand how the following issues are affected by forest health and management: biological diversity, forest fragmentation, air quality, fire, and recreation
- g. Understand basic forest management concepts and tools such as: how various silvicultural practices are utilized, the use of tree measuring devices, and best management practices
- h. Identify complex factors which influences forest management decisions (economics, social, and ecological)
- i. Apply silviculture concepts and methods to develop general management recommendations for a particular situation and management goals

## Soils

- a. Recognize soil as an important resource
- b. Describe basic soil properties and formation factors
- c. Understand soil drainage classes and know how wetlands are defined
- d. Determine basic soil properties and limitations, such as mottling and permeability, by observing a soil pit or soil profile
- e. Identify types of soil erosion and discuss methods for reducing erosion
- f. Utilize soil information, including soil surveys, in land use planning
- g. Discuss how soil is a factor in, or impacted by non-point source pollution

# Test Objectives

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## Wildlife

- a. Identify common wildlife species and wildlife signs (keys will be used for more extensive identification)
- b. Identify basic wildlife survival needs
- c. Describe specific adaptations of wildlife to their environment and role in the ecosystem
- d. Describe predator/prey relationships and examples
- e. Describe the potential impact of the introduction of non-native species
- f. Describe the major factors affecting threatened and endangered species and methods used to improve the populations of these species
- g. Describe ways habitat can be improved for specific species by knowing their requirements
- h. Discuss the concepts of carrying capacity and limiting factors
- i. Discuss various ways the public and wildlife managers can help in the protection, conservation, management, and enhancement of wildlife populations
- j. Describe food chains/webs and cite examples
- k. Describe factors that limit or enhance population growth
- l. Evaluate a given habitat for its suitability for designated species, given a description of their habitat needs

# Structure of Contest

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## Overall

Teachers and students use the concepts and study areas presented through the Envirothon to learn throughout the year.

Then a one-day Envirothon competition is held which tests students' knowledge and problem-solving skills at five to six test stations (Water, Soils, Forestry, Wildlife, Current Environmental Issue, and Oral Presentation).

Written questions (approximately 20 questions per station) at the five stations are designed by conservation district and resource agency experts using an integrated topic, the Current Environmental Issue topic to tie issues together in the five categories. The sixth station, the Oral Presentation, can also be used to tie together the five categories of water, wildlife, soils, forestry, and current environmental issues.

## Contest Site

A local Envirothon contest has five to six test stations set up in the field. Agencies and interest groups help develop and monitor the testing stations.

A contest theme drives the educational focus of the contest. Local contests are encouraged to follow the National Canon Envirothon Current Environmental Issue theme as the State contest follows the same theme.

In local contests, the judging and results are conducted in one day. Students should be back to schools by the close of class time.

## Planning Ahead

Envirothon objectives and sample questions are provided in this packet to help conservation districts and agency staff to determine how to develop test questions that reflect the local ecology of the area and contest site.

Districts need to solicit the assistance of local experts to develop the test questions and monitor the testing stations the day of the contest.

# Structure of Contest

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## Day of Contest

Registration, hand out t-shirts, welcome and introduction. Each team will be assigned a test station rotation. Go over the contest format, rules, scoring, and the Oral Presentation station (if available). Contest begins.

Each team will have approximately 25 minutes at each station and will have 5 minutes to go to the next test station, a total of 30 minutes. Each team will answer 20 questions in 18 minutes (testing time) at each station. Each team will complete one collective answer sheet for each test station. Cooperative decision making, free exchange of ideas and information pooling are desirable. (NOTE: Timing at each station will differ per conservation district, however, State competition follows this time frame.)

Each 30-minute period per test station will look like this:

- Horn will sound at the beginning
- Judges provide necessary orientation for teams (1-2 minutes)
- Actual testing time for 20 questions (18 minutes)
- Judges go over answers with students (5 minutes)
- Horn will sound at the 25-minute mark!
- Students walk to next test station (5 minutes)
- Horn will sound to begin the next round of testing

Completed test sheets remain at the stations. Station judges can then judge the tests and provide a final score to the main score person.

At mid-day, break for lunch. Participants may be required to bring a sack lunch or districts may round-up donated food from community businesses. It might be a good idea to provide lunch to the volunteers and judges as a show of appreciation for their time and effort they put forth to the Envirothon. During this break, a special presentation (15-30 minutes) may be made by an environmental specialist, career counselor, and such. After the competition and scoring is completed, everyone assembles for results and announcements. The top team of each conservation district is eligible for the State Envirothon contest. The winning team at the state event will represent Washington at the National Canon Envirothon.

# What it takes

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## Volunteers

Conservation districts will have to pull resources together, including volunteers, to help organize contests, to approach and work with schools, to drum up business sponsorship, and to develop test questions and staff the six test stations. Other agencies could help set up test stations under the five categories. Districts will mentor Envirothon teams as they prepare for contests. Districts will need to contact high schools in their area and provide them with information about the Envirothon.

## Sponsorship

Besides recruiting volunteers, conservation districts need to approach groups like FFA, 4-H, NRCS Earth Team, Lions Club, and other service clubs to help out with the Envirothon.

Feeding students, t-shirts and awards for the winning teams all cost money. Districts need to go out and drum up business sponsorship or apply for youth education grants to help pay district staff time, copies of tests, and other material(s) needed for the Envirothon.

## Future

The Envirothon is a fast growing educational experience for high school students. The Envirothon first started in Washington State in 1992 and held it's first state competition in 1993. Since then, the Envirothon competition has been widely successful due to district staff, business sponsors, and volunteers. The Washington State Envirothon continues to grow and develop to make a brighter future for students in natural resources.

# Contest Rules

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1. Team members must be registered in grades 9-12 for the current school year.
2. Teams consist of a minimum of three and a maximum of five members. Except for teams from joint vocational schools, team members may not be drawn from different schools. Each school may send six teams. NOTE: The number of teams per school will depend on the local Envirothon contest.
3. Alternates may be substituted at the local contest if they were registered.
4. Teams must be accompanied by an adult advisor.
5. Envirothon shall consist of six test stations based on soils, forestry, wildlife, water, current environmental issue (CEI), and an oral presentation based on the CEI.
6. Each conservation district winner is eligible for the state competition, which will be held sometime in May. Conservation Districts will be notified by the host Conservation District of the State Competition.
7. Judges' decisions are final on all events. The Envirothon host district will review contested decisions. Tiebreaker procedures will be determined and announced before a competition begins.
8. Transportation will be the responsibility of each participating team. Water will be available on site during the competition.
9. School medical release forms shall be provided for each team member.
10. The winning team is the team with the highest cumulative point total from the five test stations.
11. If a winning team opts not to attend the state competition, the team with the next highest score is eligible.
12. Rules are subject to change. Any and all relevant changes will be explained to all teams and advisors at an affected Envirothon competition.
13. No tobacco or intoxicants are allowed on site.

# Registration Form

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## ENVIROTHON REGISTRATION

High School \_\_\_\_\_ Advisor \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Phone \_\_\_\_\_

Team Name \_\_\_\_\_ Total number of teams (max. 6) \_\_\_\_\_

Team Members	Grade	T-shirt size (L, XL)*
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

\*Limit of five T-shirts per team.

Alternates (2)

\_\_\_\_\_  
\_\_\_\_\_

Note: Advisors need to bring a **copy** of the school's medical release form for each student to the competition.

Advisor's summer address & phone number:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CONSERVATION DISTRICTS  
PLACE YOUR RETURN ADDRESS HERE  
AND ANY SPECIAL INSTRUCTIONS

# Sample Questions

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1. Which of the following could reduce the susceptibility of a forest stand to insect attack?

- A. Change species composition
- B. Change stand structure
- C. Increase species diversity
- D. All of the above

2. Identify the following plant samples:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

3. A \_\_\_\_\_ is the narrow strip of land bordering a stream.

- A. Woodlot
- B. Spring seep
- C. Riparian zone
- D. Edge

4. The Clean Water Act is required to identify water bodies that do not meet the water quality standards. The 303d list is a list of water bodies that do not meet the water quality requirements in at least one parameter.

- A. True
- B. False

5. Aquifers are: (circle all that apply)

- A. Underground lakes and rivers
- B. The source of 22 percent of Basin drinking water
- C. The source of 88 percent of Basin drinking water
- D. Sources of Basin irrigation water
- E. Safe from contamination by wells
- F. Vulnerable to contamination by agriculture
- G. Water in underground rocks and sand
- H. Sources of water for lakes and streams
- I. All interconnected at a certain depth

# Sample Oral Presentation Topic

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Current Environmental Issue: Urban non-point source pollution

## Oral Presentation Question:

How does a homeowner contribute to the problem of urban non-point source pollution?

How does a homeowner reduce non-point source pollution from home site activities?

Describe the home site waste stream and how does the harmful household products reach water bodies.

To find out the current environmental issue topic for the year, go to the Canon Envirothon website, [www.envirothon.org](http://www.envirothon.org)

## Explanation of Oral Presentation station

Each team will prepare a 5-10 minute oral presentation on the question or topic at hand (current environmental issue). The oral presentation time at the local level will depend on the number of teams you have competing. At the state level, teams give a 10 minute presentation.

Background information on the topic is given to each team. From this information and the students' knowledge, the team develops a presentation to answer the oral presentation questions. At the local level, teams are given 25 minutes to prepare for the presentation. At the state level, teams are given 4 hours to prepare for the presentation and there is a 1-hour background information presentation to provide the students added information pertaining to the topic.

The oral presentation is a collaborative effort, so each team member needs to present.

If an oral presentation is part of the Envirothon competition, teams will rotate to seven stations: wildlife, water, forestry, soils, current environmental issues, preparation, and oral presentation.

### Envirothon Rotation Schedule

Time	Prep	Presentation	Env. Issue	Water	Forestry	Wildlife	Soils
9:30	15, 16, Alt.	0	1, 2, 3	4, 5, 6	7, 8, 9	10, 11, 12	13, 14
10:00	13, 14	15, 16, Alt.	0	1, 2, 3	4, 5, 6	7, 8, 9	10, 11, 12
10:30	10, 11, 12	13, 14	15, 16, Alt.	0	1, 2, 3	4, 5, 6	7, 8, 9
11:00	7, 8, 9	10, 11, 12	13, 14	15, 16, Alt.	0	1, 2, 3	4, 5, 6
11:30	4, 5, 6	7, 8, 9	10, 11, 12	13, 14	15, 16, Alt.	0	1, 2, 3
12:00	1, 2, 3	4, 5, 6	7, 8, 9	10, 11, 12	13, 14	15, 16, Alt.	0
12:30	0	1, 2, 3	4, 5, 6	7, 8, 9	10, 11, 12	13, 14	15, 16, Alt.

# Sample

# Oral Presentation Topic

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## Judging Criteria for Oral Presentation

Participation	Did all team members participate (20 pt.)
Clarity	Did they speak clearly (15 pt.)
Terminology	Did they use proper English (15 pt.) Did they use appropriate technical language (10pt.)
Visual aids	Did they use visual aids in their presentation? Were these aids effective in demonstrating their position? (20 pt.)
Organization	Were they well organized? Did they present both the problem and their solution? How well did the presentation flow? (40 pt.)
Content	How well did they develop their solution or hypothesis? Did they show that they gone through a critical thinking process in developing their conclusion? (50 pt.)
Conclusion	Was the conclusion well presented (30 pt.)

**Total Score** (200 points possible)

# Checklist

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## Planning

- **Contact schools.**
- **Select a site and date: check on amenities – restrooms, lunch, facilities.**
- **Inform team advisors of Envirothon date and location.**
- **Send team advisors the information as follows:**
  - Copy of Envirothon rules.
  - Copy of current environmental issue station topic.
  - List of study materials.
  - Copy of day of contest.
  - Copy of site map showing the testing stations, rest rooms, first aid areas, and other pertinent information.
  - Copy of Envirothon schedule (i.e. registration time, event time, team rotation times).
  - Directions to Envirothon site.
  - Lunch information.
- **Contact cooperating agencies about judging, developing test questions, and volunteering their time. Also inform them about date, location, theme of event, and current environmental issue.**
- **Order awards and/or t-shirts for the Envirothon participants.**
- **Order lunch for the judges, volunteers, students, or advisors.**

# Checklist

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## Days before

- Develop evaluation forms for team advisors, team members and agency representatives (judges and volunteers).
- Solicit volunteers to assist with setting up the competition, with various tasks during the competition (i.e. registration, scoring), and site clean-up after competition has ended.
- Prepare news release and invite media to event.
- Put together packets for teams to pick up at contest day registration. The packet should include: name tags, copies of station map, tie-breaker information, evaluations, team rotation schedule, and schedule of competition.
- Double check with judges, volunteers, speakers (if any) and Envirothon competition site.

## Contest day

- Post direction signs and station signs.
- Take along marking pens, pencils, masking tape, scissors, rope, paper, calculators, clipboards, camera, and a mega-speaker.
- Remember t-shirts and awards.
- Have opening and closing remarks.
- Briefly go over procedures, rules, scoring, team rotations.
- Have extra copies of test questions.
- Take pictures or help media obtain interviews and photos.

# Reference Guide

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## Books

Adopting a Stream  
Adopting a Wetland  
Field Guide to Mammal Tracking  
Field Guide to Wildlife Habitats  
Peterson's Guide to Western Birds  
Peterson's Guide to Western Trees  
Environment (opposing viewpoints –sources)  
Global Ecology Handbook  
World Atlas  
Trashing the Planet  
Wetlands, Audubon Guide To  
Automobile and the Environment  
Better Trout Habitat  
Drinking Water Hazards  
Energy Alternatives  
Environmental Law  
Guide To Management of Hazardous Waste  
Natural Resources, 21<sup>st</sup> Century  
Streamkeeper's Field Guide  
That Magnificent Ground Water Connection  
Project Learning Tree  
Project Wild  
Project Wet  
Field Manual for Water Quality Monitoring  
Investigating Streams and Rivers  
WOW! The Wonders of Wetlands

# Reference Guide

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## Videos

A Natural Focus with Laurie Sanders  
The Water Rules  
Earth Aid, Water Conservation  
The Yellow Hat, the Health of the Planet & its People  
Conserving America, The Rivers  
Conserving America, The Wetlands  
Green Means

## Sources of Information

Dept. of Fish and Wildlife  
U.S. Forest Service  
Washington State Dept. of Natural Resources  
Conservation Districts  
Bureau of Land Management  
Bureau of Reclamation

## Environmental Education Links

<a href="http://www.plt.org">www.plt.org</a>	Project Learning Tree
<a href="http://www.envirothon.org">www.envirothon.org</a>	Envirothon Information
<a href="http://www.envirolink.org">www.envirolink.org</a>	Environmental education information
<a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a>	National Geographic
<a href="http://www.epa.gov/globalwarming/home">www.epa.gov/globalwarming/home</a>	EPA Global Warming page
<a href="http://www.fws.gov">www.fws.gov</a>	Fish and Wildlife Service
<a href="http://www.envmedia.com">www.envmedia.com</a>	Environmental Media

# Time Line

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November	CDs develop contest structure and place and time of event
December	CDs send information packets to schools and work with schools developing teams
February	CDs work with state agencies, solicit judges and work with judges to develop tests, & solicit volunteers for contest
March	Solicit sponsors for event
April	Local contests
May	State contest
July-August	Canon Envirothon

# Washington Conservation Districts

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# Conservation District Directory

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Adams	402 E. Main, Ritzville 99169	509-659-1553
Asotin County	725 6 <sup>th</sup> St., Suite 102, Clarkston 99403	509-758-8012
Benton	618 8 <sup>th</sup> St., Prosser 99350	509-786-9230
Central Klickitat	1107 S. Columbus Ave., Goldendale 98620	509-773-5823
Chelan County	301 Yakima St., Rm. G-35, Wenatchee 98801	509-664-0265
Clallam	111 East 3 <sup>rd</sup> ., Rm. 2A, Port Angeles 98362	360-452-1912
Clark County	9106-F N.E., Hwy. 99, Vancouver 98665	360-883-1987
Columbia	202 S. Second St., Dayton 99328	509-382-4773
Cowlitz	1708 Allen St. Kelso 98626	360-425-1880
Eastern Klickitat	1107 S. Columbus Ave., Goldendale 98620	509-773-5823
Ferry	84 E. Deleware Street, Republic 99166	509-775-3473
Foster Creek	103 N. Baker Street, Waterville 98858	509-745-8362
Franklin	1620 Rd. 44 N., Pasco 99301	509-545-8546
Grays Harbor	330 Pioneer Ave. W., Montesano 98563	360-249-5980
Jefferson County	Federal Bldg., Rm 15, Port Townsend 98368	360-385-4105
King	935 Powell Ave. S.W., Renton 98055	206-764-3410
Kitsap	817 Sidney Ave., Port Orchard 98366	360-337-7171
Kittitas County	401 East Mountain View, Ellensburg 98926	509-925-8585
Lewis County	24 C S.E. 8 <sup>th</sup> Street, Chehalis 98532	360-748-0083
Lincoln County	1310 Morgan Street, Davenport 99122	509-725-4181
Mason County	N. 11840 Hwy 101, Shelton 98584	360-427-9436
Moses Lake	1775 S.E. Hwy 17, Moses Lake 98837	509-765-5333
North Yakima	1606 Perry Street, Suite F, Yakima 98902	509-454-5736
Okanogan County	1251 S. 2 <sup>nd</sup> Ave., Rm. 101, Okanogan 98840	509-422-0855
Othello	449 East Cedar Boulevard, Othello 99344	509-488-2802
Pacific	P.O. Box 336, South Bend 98586	509-875-9424
Palouse	325 NW State Street, Pullman 99163	509-332-4101
Palouse-Rock Lake	P.O. Box 438, St. John 99171	509-648-3680
Pend Oreille	P.O. Box 280, Newport 99156	509-447-5370
Pierce	1011 E. Main, Ste. 106, Puyallup 98372	253-845-9770
Pine Creek	P.O. Box 287, Oakesdale 99158	509-285-5122
Pomeroy	P.O. Box 468, Pomeroy 99347	509-843-1998
San Juan County	350 Court Street, #10, Friday Harbor 98250	360-378-6621
Skagit	2021 E. College Way, Ste 203, Mt. Vernon 98273	360-428-4313
Snohomish	528 – 91 <sup>st</sup> Ave. N.E., Ste C, Everett 98205	425-335-5634
South Douglas	P.O. Box 246, Waterville 98858	509-745-9160
South Yakima	1116 A Yakima Valley Hwy., Sunnyside 98944	509-837-7911
Spokane County	210 North Havanna, Spokane 99202	509-535-7274
Stevens County	232 Williams Lake Rd, Colville 99114	509-685-0937
Thurston	2400 Bristol Court S.W., Ste 100, Olympia 98502	360-754-3588
Underwood	P.O. Box 96, White Salmon 98672	509-493-1936
Upper Grant	2145 Basin St. S.W., Ste C, Ephrata 98823	509-754-2463
Wahkiakum	P.O. Box 67, Cathlamet 98612	360-795-8240
Walla Walla County	1501 Business One Circle, Ste 101, Walla Walla	509-522-6340
Warden	P.O. Box 177, Warden 98857	509-349-7539
Whatcom	6975 Hannegan Rd, Lynden 98264	360-354-2035
Whidbey Island	P.O. Box 490, Coupeville 98239	360-678-4708
Whitman	805 S. Vista Point Drive, Ste 2, Colfax 99111	509-397-4636