

“I long for wildness... woods where the wood thrush forever sings, where the hours are early morning ones, and there is dew on the grass, and the day is forever unproven...a New Hampshire everlasting and unfallen.”

— Henry David Thoreau



Identifying Conservation Priorities in the Kearsarge/Sunapee Region Portfolio

**Compiled by
Advanced Community and Environmental Studies**

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Executive Summary

This portfolio of the twelve town region served by the Ausbon Sargent Land Preservation Trust (ASLPT) is a compilation of information about the qualities and characteristics of this area. The purpose in collecting and analyzing this information is to create a reference tool for the ASLPT to develop regional conservation priorities to help better protect land in the region. As a community-based project, there was a cooperative relationship between the Institute for Community and Environment at Colby-Sawyer College, the ASLPT, and all twelve towns located in the region.

This portfolio represents an array of information concerning the ASLPT region. Within this portfolio there are six chapters that have been divided up into specific categories which relate to this project. The *Regional Investigation* provides information pertaining to each of the individual towns in the region (Andover, Bradford, Danbury, Goshen, Grantham, Newbury, New London, Springfield, Sunapee, Sutton, Wilmot, and Warner). The *Co-Occurrence* chapter offers our analysis of the conservation priorities we have found for the ASLPT region. The final three chapters, *Literature Reviews*, *Environmental Policy Overviews*, and *Newsletter and Media Pieces* contain documents relevant to the region, with case studies, research, analyses, and recommendations for the ASLPT to use in the future. The ASLPT regional investigation portfolio can be utilized as a whole document, yet also has the capability of having pieces excerpted for specific references.

Disclaimer: As with any project that attempts to cover such a large region and number of variables there are bound to be inaccuracies and small errors. Numerous efforts were made to confirm project findings with community representatives, ASLPT staff and other individuals. This report reflects our best efforts with the best available data. Questions or concerns about the material presented in this report should be directed to:

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Community and Environmental Studies Program Overview

The Community & Environmental Studies (CES) program at Colby-Sawyer College provides students with the opportunity to understand, integrate, and apply multiple disciplines and different ways of thinking with a high level of concern for the preservation and sustainability of the Earth and its resources. Our graduates are prepared and encouraged to act on their informed environmental concerns in their homes, places of work, and communities.

The CES program boasts several essential features that provide students with a unique and exciting learning experience. First, the program is pre-professional and designed to provide students with the necessary "hands-on" skills one needs to step from college directly into the work force. The program is also designed to prepare students for graduate training in a number of fields. Second, many CES projects are linked very closely with the local community. Students interact directly with individuals and businesses in the local area and develop an important sense of community for themselves and their college. Third, many experiences in the program are student driven. Students play a key role in determining which questions and issues are important as well as the proper methods for addressing those issues.

The third year is the defining characteristic of the Community and Environmental Studies program. Rather than choosing from a series of 300-level course options, all students majoring in Community and Environmental Studies take CES 301/302 for 18 total credit hours during the third year. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental problem or issue with detailed fieldwork and extended site visits. This structure allows students to work at length on a complex problem while developing important skills in group-oriented tasks to a degree that is not obtainable in traditional courses.