

Unity

Fall 2005

The Magazine of Unity College



Envisioning the Future

Unity faculty and staff share
their hopes and aspirations

Big Game

Ken Winters shares his adventures

Shades of Green

Living up to the promise

Message from the President



With President David Glenn-Lewin's decision to return to the faculty on a full-time basis, I have been asked by the Unity College Board of Trustees to assume the post of Interim President. I am grateful for the opportunity to serve the Unity College community until such time as a new permanent president is selected.

I have known of Unity for better than thirty years. I remember well visiting the campus when the coops were truly the coops! Over the years I have come to the campus a number of times on various academic-related matters. And as a faculty member of the Edmund S. Muskie School at the University of Southern Maine (USM), I have had a half-dozen or so Unity grads in my graduate level classes. They are uniformly bright people who possess a strong academic background.

They are self-confident and yet eager to acquire new tools and skills to add to their already substantial repertoire. They are interesting and interested young people. They have a terrific work ethic and a deep commitment to environmental stewardship. As a measure of Unity College, they speak volumes for what happens here and the wonderful work done by the College's students, faculty, staff and administration.

Before assuming my new duties I visited the campus several times and spoke with many of the people who make Unity work. I have been impressed with the pervasive enthusiasm and dedication to the College evidenced by everyone I've met. That sense of dedication is perhaps the single most outstanding characteristic of Unity College people. There is a clear and compelling sense that being at Unity matters; that Unity is not merely a place where people work, a place where people learn, a place where people teach, or a place where people grow and develop. No, there is something stronger and more special here. Make no mistake about it, there is a magic about this place and it may well spring from the fact that Unity is an intentional community: People choose to come here to study, to teach, to keep the campus safe and attractive, to serve students on many different levels. During my year as Interim President I hope to come to a better and more robust understanding of this Unity "magic."

A bit about me. I received my doctorate in environmental planning and have worked as a forester and a planner. I was the founding Dean of both the Bloustein School of Planning & Public Policy at Rutgers University and the School of Rural Planning & Development at Ontario's University of Guelph. I served for six years as the Provost/Vice President for Academic Affairs at USM where I remain as Distinguished Professor of Planning & Public Policy. I describe myself first and foremost as a teacher, although I also know that I remain an avid student with so much yet to learn.

I welcome hearing from you and meeting a good many of you in the months ahead.

Most Sincerely,
Mark B. Lapping, Ph.D.
Interim President



Volume 19, No 2
The Magazine of Unity College
90 Quaker Hill Road
Unity, Maine 04988
207-948-3131 (all departments)
www.unity.edu

Editors

Dr. Kathryn Miles
Mark Tardif
Martha Nordstrom

Editorial Assistants

Reeta Oun
Kate Grenier
Cynthia Schaub

Photography

Mark Tardif (cover)
Tina Shute
Joshua Caine Anchors
Maine Campus Compact

Design

Metaville Design

Interim President

Mark B. Lapping, Ph.D.

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Printed on recycled paper with vegetable-based inks.

INSIDE Unity

volume 19 no. 2

America's Environmental College



8

Features

2 Envisioning the Future

Unity faculty and staff share their hopes and aspirations for Unity.

8 Big Game

Trustee and hunter Kenneth Winters shares his life of adventure.

13 Shades of Green

Being green isn't easy, but Unity does a better job than most.



16

In Our Element

16 Park Project Displays Spirit of Cooperation

18 Students Setting the Pace

20 Athletic Balance

22 Zen and the Art of Experiential Education

24 Degrees of Success

26 Where in the World is Costas Christ?

28 New & Noteworthy Unity Celebrates 40



26

2004-2005 Annual Report

30 Message from the President

31 List of Donors

A stylized sunburst graphic with a white semi-circle at the bottom and several triangular rays in shades of tan and beige extending upwards.

Envisioning the Future

*On the eve of its 40th anniversary, with a presidential search underway,
the Unity community shares their hopes and aspirations*

By Mark Tardif

This year, as the college turns 40, the campus has much to celebrate.

The Admissions Department anticipates that the number of incoming students will be strong for the Class of 2009. The budget is sound. The physical plant continues to improve, and the campus is making plans to expand as enrollment continues to grow. College Advancement can point to successes and is planning to launch a two-year capital campaign in support of dynamic renovations to the Student Activities Building.

David Glenn-Lewin, a life-long educator, has chosen to return to the classroom to share his love of ecology and botany with Unity students. He is succeeded by Mark Lapping, an educator and higher education administrator with over 30 years of experience. Dr. Lapping will serve a one-year interim appointment as President while the presidential search committee and Board of Trustees complete a comprehensive national search for a permanent president.

By any measure the future of Unity College appears bright. And why wouldn't it? It rests upon a solid and collaboratively constructed foundation. Unity College got to where it is at age 40 by weathering the storms it faced with insight (and a bit of luck), courage, flexibility, a rock-solid commitment to teaching, along with the willingness to see things differently. As the college turns towards the future, it will no doubt reach into this same toolbox.



Teaching and Students at Core

Those who work within the college on a daily basis work collaboratively in the act of goal setting, a process that includes much give-and-take. The Unity College culture stresses individuality along with placing a value on the role each member plays. From alumni event volunteers to full-professors in the classroom, Unity shaped itself into a vibrant entity by valuing and fully utilizing the diverse elements of its human capital, and it will shape its future in much the same way.

The next several years promise to be busy ones. Choosing a permanent President, distributing resources in a way that is equitable while serving the greater good, deciding what the greater good *is*, involving the entire College in a year-long process leading to an all-important Integrated Marketing Plan, fundraising, and marshalling the community to help contribute to the development of a short and long-term (or adjusting) vision of identity, are all issues that will loom large.

Current Unity faculty members agree that, whatever the short and long-term choices the College makes, there is great consensus that teaching will remain at the core, and “green” will extend to character, not simply color. Unity will also remain committed to its mission of outstanding education.

To do so, says Associate Professor Kathryn Miles, the college will need to build upon its commitment to experiential education.

“As environmental education becomes both more sophisticated and more mainstream, Unity College needs to continue to advance its teaching practices and refine its definition of environmental education,” says Miles. “In the past, we led the country in the nascent service learning and experiential education movements. The next decade or so will need to find us employing similar innovations in pedagogy: block scheduling, integrated classes, more field work and electronic portfolios.”

Miles also stresses the importance of remaining current with the shifting landscape of the global environmental movement.

“We need to address the changing needs of the environment, particularly with regards to sustainability, a more holistic sense of conservation, and other issues.”

Assistant Professor Nancy Ross agrees. As coordinator of the Environmental Policy program, Ross knows too well how important these issues can be. But, she says, Unity is ready for the challenge.

“In terms of the Environmental Policy program, we are building future environmental leaders by teaching students how government and organizations work, how decisions get made, how to work within the system, and how to advocate for change,” says Ross.

Assistant Professor Tim Peabody says that his program, Conservation Law Enforcement, is ready to embrace the future as well. Peabody, a Unity College alum and former Colonel of

the Maine Warden’s Service, sees enrollment in his program as one sign of its vibrancy.

“The Conservation Law Enforcement program is a very strong program at the College and continues to have strong enrollment and a good reputation in the law enforcement community in the northeastern United States, and growing notoriety at a broader national level,” Peabody says. “Strong program enrollment has been a consistent goal that has been met for a number of years and will continue to be a priority.”

Peabody says that encouraging diversity within the program will be a top priority in future years. The Conservation Law Enforcement Program currently has 25 women, and Peabody says that number will grow.

Unity College will also continue to expand its programs in the humanities.

Kathryn Miles ties her area, Environmental Writing, to both the larger goals of the College and the demands of the marketplace.

“In the past 10 years, Environmental Writing has become one of the fastest growing academic disciplines,” Miles says. “Many individuals have seen the real power that the written word has in terms of not only advocating for the environment, but also effecting real change. This dovetails nicely with the mission of Unity College. And, with our new Environmental Writing major and English minor, we’ve renewed that commitment and offered a formal course of study for students



interested in pursuing writing beyond the general requirements of the College.”

Unity’s commitment to the environment and its students is a strong one. And, according to Professor Jim Chacko, the two often go hand in hand.

During the Spring 2005 semester, Professor Jim Chacko saw one of his students, Jason Overlock, make a startling discovery while pursuing research on brook trout. Overlock discovered that no two trout had the same patterns on their dorsal fin. The story not only made the front page of the Bangor Daily News, but was picked up by the Associated Press news wire and wound up in newspapers across the United States.

Despite such recent good press, some faculty and staff feel a critically important issue regarding the future of Unity College lies in the area of internal and external communication.

“Clearly the need for a higher external profile is critical,” notes Assistant Professor Tom Mullin. “There are still tens of thousands of residents of Maine who have no idea we exist, nor that we have been around for 40 years. If this is the case for the locals, imagine the national viewpoint.”

Mullin thinks progress can be made by combining a strong financial footing that enables the College to expand its operations, hiring and retaining the best faculty and staff

while also providing a cost effective education for students.

Professor Patricia Clark would like to see more communicated about both programs offered and successes.

“Whenever I go to a national conference, people from other institutions want to know more about Unity, because many of our programs and practices are considered ‘best practices’ by leading academics,” says Clark. “We as a campus are not always aware of what is

“As environmental education becomes both more sophisticated and more mainstream, Unity College needs to continue to advance its teaching practices and refine its definition of environmental education.”

Associate Professor Kathryn Miles

being done on campus by other departments, and we do not publicize our successes enough internally and externally.”

Clark says that in recent years Unity has achieved improved media coverage, but there is still room for growth in coverage of College news locally, regionally and nationally.

But any growth must be holistic and include all facets of the school.

Assistant Professor Douglas Van Horn sees growth and enrollment management as

issues that must be closely related and work hand-in-hand with the development of the curriculum, maintaining staffing levels that keep pace with growth, updating equipment and increasing the size of the physical plant.

Mullin stresses that the way forward must be illuminated with lessons of the past. “Too often the short-term view has resulted in long-term problems,” Mullin explains. “Students educated to be environmental leaders but burdened with college debt often results in graduates moving out of their chosen field to financially make ends meet. While nothing is wrong with that in itself, the lost potential for future leaders and advocates in environmental and conservation issues is lost along the way.”

Many faculty members feel that a key solution to this problem is boosting endowment resources to supplement overall college operating costs, and thereby safely keep the cost of tuition in check, while keeping the quality of the educational experience high.

While it is almost a given that the College will continue to grow, how big and at what rate of growth, and even marketing to future students are hot issues.

“From the viewpoint of a faculty member, it is absolutely critical that we keep current and relevant with our curriculum offerings,” notes Mullin. “To provide an educational



program that is not up to date is not only an injustice to the student, but makes the College irrelevant to the employer market. In other words, to graduate students who are not prepared for the market place does no one any favors. While a college degree is worthwhile in the big picture of life, relevancy to the personal goals of the individual is critical to that sense of satisfaction."

What will likely remain the key selling point for Unity College in the future? It's resonance with a segment of the potential student population.

"Students who choose Unity College are looking for exactly what we provide: education in an environmental or natural resource field, delivered experientially rather than by classroom teaching, and in a small school where they get personal attention and can have opportunities to grow," says outgoing President and new member of the faculty David Glenn-Lewin. "They do not want to be a 'number.'"

Finally, they want to be outdoors, and we do that both educationally and recreationally."

Mullin agrees. He is confident that Unity's unique educational experience will continue to distinguish the school.

"The future of Unity is bright," stresses Mullin. "Can we as a college meet the challenges of the next ten years? I believe we can, but only if all stakeholders are engaged in the process and feel their view is respected and counts."

Commitment to Mission and Strengths

Staff members in every department are deeply invested in the success of the College. Issues they raise often illuminate those considered by faculty and the administration. One thing is certain, no matter the direction Unity College takes over its next 40 years, staff will stand shoulder-to-shoulder with faculty and administration in meeting the challenges that are sure to come.

Assistant Director of Dining Services

Charlie Krause, like most staff, maintains close ties to students. He says that recent changes in the college's purchasing policies suggest positive growth for the college.

"I for one hear the students talk about local, organic, fair trade, all natural, vegetarian, green, etc.," Krause said. "I think that these are some of the issues some of us as older folks didn't think much about when we were in school."

He says the College should do more to promote these accomplishments.

"I think the ideology and goals of the school need to be clearly identified and the costs of changing to reach those goals needs to be identified as well," Krause says. "Perhaps having a more concise statement of the goals of the College would help direct projects in the future and [through progress towards meeting key goals] solidify its position as a leading force in the environmental movement it claims to be leading – actually becoming

Lapping Seeks Truthful and Open Engagement with Community



Interim President Mark Lapping

Only days after starting in July as Unity's Interim President, Mark Lapping was spending his time in a blur of meetings, his schedule carefully guarded by longtime Assistant to the President Chris Melanson. On this day, an interview is conducted on the way to and from Lapping's new home not far from the Unity Centre for the Performing Arts. The phone company called, arriving earlier than anticipated.

Thus, it was down the stairs of the North Coop and out to Lapping's car.

Spending even a hurried half-hour with Lapping is ample opportunity to gauge his personality.

If ever there was a person for whom the phrase "multi-tasking" was invented, that person is Mark Lapping. With eyes on the road Lapping's answers are as studied, crisp and well-spoken as if he were seated in a silent room.

The skills that Lapping brings to his new post are impressive by any measure. A scholar with over thirty years of experience in academia, he founded two colleges, the Bloustein School of Planning and Public Policy at Rutgers University in New Jersey and the University School of Rural Planning and Development at the University of Guelph in Ontario, Canada. He also served for six years as Provost at the University of Southern Maine (USM), and has taught at USM's Muskie School of Public Policy.

Lapping is highly qualified to make the most of his opportunity to shepherd Unity College through the 2005-2006 academic year.

Two points Lapping makes immediately.

First, he is not a candidate for the permanent Presidency. Second, he will be aggressive, accessible, open the decision-making process to scrutiny, and achieve some key goals before leaving Unity College.

From the outset, Lapping displays a passion for both the mission of Unity College and its culture.

"I remember driving on campus some thirty years ago, when the coops really were coops," he stated. "My wife and I were taken with the place. The mission of the College is quite compelling to me. What Unity does is very important, not only to me personally but to the future of the Earth. To be involved in work like that really is incredibly significant. So this seemed like a good opportunity and a chance to provide some help and service, I thought."

How much can be accomplished in a year?

"There seemed to be a number of outstanding issues that the College should be able to address this year," Lapping said. "I believe sorting out governance situations will be important." He said this will include a review of the governance process, procedures that are in place for people to offer input, and ensuring broad-based participation by the entire College community.

Lapping will seek input from all sides and expect progress, considering his one-year term of service an asset.

"Since I am here for a year and I'm not going to seek the position I can talk very truthfully and openly to the College community, whether addressing the Board of Trustees or any other constituencies of the College," Lapping noted. "I hope to really get to the meat of the issues because I see my role as purely one of service."



America's Environmental College."

Assistant Provost Alisa Gray, a staff member who also teaches part-time, emphasizes the need for consistency in decision making. She feels it is crucial for the college to maintain its stated commitment to being "America's Environmental College" by ensuring that all buildings are "green." She praises the character of the campus as being emblematic of the green movement.

"Look at how instead of tearing buildings down we recycle them [to different uses]," Gray noted. "That's being green and ecologically sound."

Admissions Office Coordinator Mira Mette also points to past practices as the key for the College's future.

"The strengths that Unity College now has will serve as a solid foundation for its future," Mette says. "Unity's strengths include a firm focus on the environment with regard to curriculum, faculty members who incorporate a high degree of experiential methods in their courses and who have close academic relationships with their students, dedicated students, and staff with a strong customer service orientation."

And, while Mette agrees that the College can and should grow, she warns that such growth must be a coordinated effort.

"Any growth must be done without sacrificing the excellent resources the College now possesses, for example the Learning Resource Center. It must be done not simply as a marketing tool to increase the College's financial well being, because to increase the financial

well being alone will lessen the academic excellence of the institution."

Rand Newell, Director of Financial Aid, says that his department is committed to doing its part to help the future of the college. He cites issues of vision, leadership, recruitment and understanding of the "big picture" regarding growth, retention and finances as crucial ones.

According to Newell, the Department of Financial Aid has met annual goals for im-

"The strengths that Unity College now has will serve as a solid foundation for its future. . . . Any growth must be done without sacrificing the excellent resources the College now possesses. . . ."

Admissions Office Coordinator Mira Mitte

provement in processes and customer service, and that all within the department pride themselves on going the extra mile for their customers / students.

"Institutionally we play a major role in the financial health of the College with our impact on recruitment and retention, and in meeting financial aid expenditure goals. This role will continue to be very critical as we strive to achieve recruitment goals in light of shifting demographic patterns."

Alumni Relations Officer Kate Grenier says the college should do more to celebrate its excellence.

"Unity and many of its family members still see Unity as a tiny, backwoods college where we don't have high income alumni. If Unity is to become a nationally known environmental college, this image has to change."

Grenier insists that that change is an easy one to accomplish: all anyone had to do is look around.

"We aren't tiny and backwoods," says Grenier. "We are growing and have some of the most up-to-date teaching methods."

If the college is to continue to grow, she says, the entire Unity Community must contribute to the College's needs. She stresses that it is particularly important for alumni to give back to the college in time, effort or money.

"Alumni are the past, present and future of Unity," Grenier said. "Alumni can help strengthen and build the College by participating in various avenues such as recruiting prospective students, advising and hosting internships for current students, and networking with new and older alumni." She sees alumni as vital to the College not only as graduates but incoming students with the potential for life-long involvement.

"There are various ways for alumni to give back. The Office of College Advancement is not only about money. We help advance the College through various means, one of those is Alumni Relations. The campus community needs to understand that to plant the seeds of alumni involvement today will advance the College tomorrow."



BIG game

*Legendary Big Game Hunter and Unity Trustee
Kenneth Winters Shares a Life of Adventure*

By Mark Tardif

There are great baseball players and then there is Roger Clemens, who will one day be inducted into the Baseball Hall of Fame. Hall of Fame players like Clemens are in a league of their own.

The lesser-known sport of international big game hunting has a league of its own, too. Were it to create its own hall of fame, its founding inductees would most certainly include Safari Club International (SCI) member and three-term Unity College Trustee Kenneth Winters of Holden, Maine.

Winters has hunted on five continents, from above the Arctic Circle to the southern tip of Africa, from the Hebrides Islands off the coast of Scotland to the shores of New Zealand. Along the way, he has placed over 90 animals in the world record book for big game hunting as recorded by the Safari Club International (SCI). He has obtained SCI's fourth level of achievement, its highest pinnacle award.

The entire Winters home is a testament to his success as a big game hunter. Rooms are filled with trophies brought home from across the globe. Some of them are famous in their own right.

Pointing to a massive buffalo, Winters explains that that particular animal appeared in the 1992 Kevin Costner movie *Dances with Wolves*. The buffalo was one of a handful chosen to be culled from the herd by the famed Triple U Buffalo Ranch of South Dakota, where the movie was filmed.

Winters was one of a select group of hunters who purchased the right with the requirement that they would hunt either on foot or horseback, and use either bow or black powder rifles that dated to the 1880's.

"That buffalo was a movie star in his other life," Winters says.

The man who shot the buffalo is a kind of star, too. In September of 2004 while hunting in South Africa, Winters completed his twenty-year quest for the "big five" by bringing down a trophy quality male lion that measured ten feet one inches. The "big five," or Holy Grail for African big game hunters, includes a lion, buffalo, leopard, rhinoceros and elephant.

Winters is one of very few living Maine residents who has completed the "big five." One of the only others is Dort Bigg of Turner, whom Winters considers to be a mentor.

Winters' 2004 lion hunt was documented by Texas-based Outdoor Visions, the world's leading distributor of world-wide hunting and fishing videos. The completed DVD is entitled *A 20 Year African Adventure, Quest for the Big Five*. Its cover depicts Winters posing with a "black-maned" lion, so called because the long hairs of its mane are black tipped.

As in the case with every noteworthy accomplishment, Winters' quest for the "big five" did not come easily. Tim Farren, a hunting companion from Maine, accompanied Winters and a film crew on the hunt and personally brought down a large cape buffalo that was used for lion bait. Winters took several other animals for bait and the professional hunter who accompanied them set the bait in a variety of loca-



tions in the Matetsi area of Zimbabwe.

Winters says that setting the bait is a delicate matter. It must be placed high enough that it cannot be reached from below by hyena, and covered so it isn't going to be plundered by vultures or easily reached from above by leopards. Ideally, it will be placed so that a lion standing on its hind feet can feed.

Then there is the matter of selecting the right cat. Hunters of merit carefully choose their prey, often repeating the hunt over and over in the quest for the one, ever-so-elusive trophy and record-setting animal. According to Winters, this process depends upon an understanding of environment that dates back to man's origins.

Often he and other big game hunters will stalk an animal for up to a month, thinking about that animal, following it, reading the signs it leaves, living close to the land, until that one moment when the ideal trophy is spotted. It's a long process, and not every hunt is successful. Winters's

South African safari was his third attempt to kill a trophy lion.

For eighteen days in Zimbabwe, Winters observed twenty-four lions, fifteen big enough to bring down legally, but none with the mane he wanted. He then led the film crew back into South Africa in September of 2004, where he finally realized a twenty-year dream and shot a cat with a gorgeous mane as it charged the hunting party at close range.

Winters hopes to impart his passion for big game hunting on the next generation of hunters as well. He is an ambassador for the sport and for Unity College in equal measure.

"Unity College is a place where many environmental viewpoints are shared and this is its strength," Winters explains. "There are hunters and [tree] huggers at Unity. Both groups benefit by interacting with the other. In this context, I feel I am part of the diversity of thought



Unity's Hunting Heritage Deeply Rooted

Growing up in rural upstate New York was an opportunity for Associate Director of Admissions Joe Saltalamachia '95 to learn about hunting. From the age of five, he accompanied his father during deer season; however, instead of carrying his own gun, he preferred observing and enjoying nature. Finally, when he was a young teen hunting with his father, the two spotted a deer and, accepting his father's shotgun, Saltalamachia took aim and fired.

The shot Saltalamachia fired to bring down his first deer was a good one, but the deer did not die quickly. Disabled but alert, the deer waited for a time before it died.

"My father thought I'd be ruined [as a hunter] from what happened," Saltalamachia says, shaking his head at the memory.

He wasn't ruined. But he did come to realize why elements of hunting are so vexing for non-hunters and anti-hunters alike. At issue is the fact that hunters do take down animals. It is a physical act.

The legions of responsible, ethical hunters are undeniable assets to conservation and wildlife management, a point hunting advocates raise often. However, hunting still involves taking the life of an animal. This can be unnerving to the uninitiated and a point of visceral emotional opposition for a segment of non-hunters.

Hunting evokes passion from both sides of the debate. For hunters, the opposition and misunderstandings they face draws them together. It can also isolate them from non-hunters. Saltalamachia admits he initially felt this sense of isolation when he entered college.

By the time Saltalamachia graduated from high school, hunting had become one of his greatest loves. But once he entered a large state university, Saltalamachia felt alone.

After learning about Unity College, he decided to visit and tour the campus. While visiting the near-empty student center, he asked a student, Tony Therrien '94, where everyone was. Therrien explained that it was the first day of hunting season. Saltalamachia was ecstatic.

This hunting heritage is often overlooked at Unity, says Saltalamachia. The first class of students in 1966 included many from New York City and other urban areas who had absolutely no interest in hunting, but it also included students with rural background who maintained close cultural ties to hunting.

Initially the two-year forestry program was a big draw for students

who were hunters. Gradually the Conservation Law Enforcement program, founded in the early 1980's, began to grow and became a magnet for hunters. Wildlife biology majors such as Saltalamachia were also attracted to the school's environmental programs. In fact, virtually every segment of Unity today includes students who are hunters.

It would come as no surprise that many of Saltalamachia's fondest memories of his time as a Unity student involve hunting or hunting related activities. From having an unofficial third roommate of the bird dog variety, to seeing fellow students harvest their first deer or turkey.

Since graduating, Saltalamachia has remained an active member of the hunting community at Unity. He has found that this background allows him to connect with prospective students also interested in the sport, where up to half of an incoming class will hunt while at Unity.

Stop by his office and you're likely to find him engaged in a spirited discussion about outdoors sports. On a recent visit, Saltalamachia was busy talking about the College with a high school student and avid hunter from Northern Maine. The student wanted to know how much time Unity professors would allow him to take off during his first semester for hunting.

"It's more flexible when you're an upperclassman," Saltalamachia explained. "Getting situated and working on your academics is really important. I advise first-year students not to take more than three days off for hunting season."

The conversation continued with Saltalamachia eventually offering an in-depth critique of hunting in the northern Maine region as opposed to the region around Unity.

"There's no comparison," Saltalamachia insisted. "There are 5 to 10 deer per square mile where you're hunting. There are 15 to 30 deer per square mile down here."

Laughing, he gently challenges the student. "Which is better? C'mon, you do the math."

Students who do attend Unity College will no doubt find kindred souls to accompany them on hunting trips. They will also find themselves working on math problems that exceed the scope of deer population densities, reading poetry penned by other hunters, or researching the policy of state hunting permits. And if they are lucky, Saltalamachia might even share some of his venison stew.



From left: John Audet '99 and Brian Chamberlain '99 with Brian's first buck; David Yates '99, Lucas Savoy '99 and Joe Saltalamachia '95 after a successful goose hunt; Karrie Saltalamachia '03 with wild turkey.

present at the College. I am someone who has been fortunate to have experienced a good many things and is willing to share his perspective."

Winters appreciates that many Unity College students are avid hunters. If he can serve to inspire the career and shooting sport aspirations of Unity students who hunt, Winters is happy to oblige.

But, he insists, that passion for the sport must be accompanied by a commitment to the environment and conservation. "Ethical hunters don't just hunt to kill, they hunt for the adventure," Winters says.

He adds that constructive dialogue, education, and understanding of many viewpoints hold the key to wise stewardship of wildlife habitats across the globe. Responsible hunting practices can be an important and constructive aspect of the overall wildlife conservation efforts pursued globally.

During his storied adventures as a big game hunter, Winters has risked his life to assist in conservation efforts. A tour of his impressive collection of taxidermied big game and other wildlife trophies offers more than meets the eye.

One massive mounted rhinoceros on display in Winters' home is actually still roaming the bush of South Africa, none the worse for being darted by him during a "green hunt."

The rhinoceros was darted by Winters and examined by wildlife biologists who took measurements and gathered biological samples. Winters had led the biologists on the hunt, stalking the animal, then darting it. The process is highly dangerous, perhaps the most dangerous kind of hunt to pursue. Few big game animals drop immediately from the effects of the tranquilizer dart. Most rush to attack the nearest humans. Usually they are incapacitated by the serum before they can inflict injury, but it is not unknown for humans on "green hunts" to lose their lives.

"It is far more challenging and dangerous to dart a rhino at fifteen yards than to shoot it with a .470 rifle at 100 yards," Winters says.

Winters darted the rhinoceros in June of 2000. The head displayed in his home was reproduced from the exact specifications that the biologists took of the darted rhino. The darted rhino qualified as the tenth largest in the SCI record book. The wildlife biologists Winters was assisting recorded that the rhino's horns measured a total length and circumference of approximately 100 inches.

In addition to helping wildlife biologists, Winters has also worked with African governmental agencies to implement big game management programs. This has often meant assisting with nuisance or vicious animals, such as an African elephant Winters hunted in early 1999.

The massive bull elephant and its herd terrorized villages in the Gonarezhou area of Zimbabwe, next to the Mozambique border. Elephants in the wild are highly aggressive and territorial, a fact that Winters knows all too well. On a number of occasions while hunting other animals, Winters has labored to construct a hunting blind during the day, only to return the following day to see it smashed.



Ken Winters at his home in Holden, Maine.

"They are the top of the food chain and don't like humans in their territory," says Winters. "If they scent humans in a hunting blind, they'll go out of their way to smash it. These are not of the temperament as those elephants you see in the circuses or on a photographic safari."

Winters notes that pumpkins and watermelon are among the favorite foods of elephants. Ironically, rural villagers in many African nations grow pumpkins and watermelon as staple crops. What results is a kind of standoff between villagers and wild elephants, which Winters says may become emboldened to act en masse by an aggressive bull male.

That is precisely what happened in the Gonarezhou region of Zimbabwe early in 1999, when a bull elephant repeatedly raided villages and killed several humans. The National Parks and Wildlife in Zimbabwe, which Winters likens to Maine's Department of Inland Fisheries & Wildlife, investigated and labeled the elephant a problem control animal (PCA), also known as a

"crop raider." Winters explained that if a PCA bull elephant is brought down, the herd will scatter and avoid human contact for some time. This type of hunt is conducted under the CAMPFIRE Program (Communal Areas Management Program for Indigenous Resources). Under this program 90 percent of the money (fees for the hunt, etc.) and all of the meat from the animal put down go directly to the local village government.

"I even met with their local government officials before the hunt," Winters says. "The natives helped us track the elephants and identify the killer bull."

Winters led an eight-day hunt for the bull elephant, tracking the specific animal that was witnessed to have killed humans. When he finally located and brought down the bull elephant at a mere twenty five yards, it was estimated to weigh 12,000 pounds. Its tusks together weighed about 100 lbs.

Nothing on the animal went to waste. He estimates that in a couple of hours approximately 50 villagers stripped the bull elephant of its meat. Villagers often sun-dry meat, which they call biltong.

"Hunting is a type of conservation tool," Winters says. "It is the hunter who will spend money to help maintain wildlife habitat. There's an old saying in Africa which is really applicable throughout the world, 'if it pays, it stays.'"

Winters contends that if an animal's presence is worth money for someone to pursue it, then that money should be collected and pursuit allowed. He fears that otherwise native peoples will kill it for food until all the animals are eradicated.

"In Africa, management of wildlife species through hunting is not taken lightly, no endangered species are pursued," says Winters. "Only species that are plentiful are pursued. You don't hunt females; you hunt only certain males that hopefully have spread their genes and are no longer necessarily involved in the breeding process. Balancing the number of animals with available habitat is a very important part of the whole wildlife management concept."

Shades of Green

Unity sits at the center of the debate between conservation and preservation

By Mick Womersley

When Unity College adopted the slogan “America’s Environmental College” over the summer of 2003, it adopted a weighty identity for itself as well as a great deal of responsibility to ensure the school lives up to its reputation. Since then, I have thought often about this slogan and questioned its wisdom. Is it a good idea? Are we really this good? How can we know? The answers to all of these questions lie in the very subjects we teach here at Unity.

First, as any scholar knows, you must begin by understanding your field. At its foundation, the environmental field is split between conservation and its preservation. This has been true since the earliest days of the movement and its first texts. Henry David Thoreau penned *Walden* calling for the simple life in contemplation of nature. His contemporary, George Perkins Marsh, responded with *Man and Nature*, in which he advocates for sound planning principles applied to the exploitation of the environment for human needs.

We teach that conservationist points of view are more utilitarian: they ask not what



Mick Womersley describes a group exercise.

humans can do for the environment but what the environment can do for humans. Conservationist fields include forestry, fisheries, game management, pollution control, planning, all of the traditional “scientific management” approaches. Conservationist institutions include the Maine Warden’s Service, the United States Forest Service (arguably), the EPA, and other similar institutions.

On the other hand, we teach that preservationists are inspired by nature: by wilderness and endangered species and rare habitat

and glorious wild landscapes and a wish to preserve them. Preservationist fields often include advocacy, lobbying, education, political action, and the creation of land trusts. Its adjoining institutions include the Nature Conservancy, Sierra Club, research groups, and so on.

Some conservationists don’t even like to think of themselves as “environmentalists,” reserving that word for preservationists, particularly the radicals. But of course conservation is as “about-the-environment” as a point of view can be, making

it by definition an *environmentalism*.

Nevertheless, understanding the dichotomy between these two points of view is key to understanding the environment. It also explains many current issues, such as why the Maine Audubon Society initially opposed the siting of a major wind turbine farm in northern Maine, or why some environmentalists quite like hydroelectric dams and why others hate them.

America’s Environmental College should be at the center of this debate. And, as it turns out, Unity College does so surprisingly

well. Some environmental colleges and programs emphasize one ideology or the other. At Unity we recognize that you need both points of view to do a balanced job. We unite the preservationist and conservationist wings of the environmental movement in our students, staff, and faculty. At its best, our environmental community is vibrant and alive with discussion of these issues and not limited to either one or the other viewpoint as competing programs often are. So far, so good.

There's another element to consider. The environmental field has become international in scope and increasingly grave in tone. Problems of climate change, energy supply, pollution, and land degradation – known collectively as *sustainability* problems – threaten almost everyone on planet earth

in one way or another. These issues dominate environmental academics. All colleges and universities must address them, but especially those with environmental programs.

We unite the preservationist and conservationist wings of the environmental movement in our students, staff, and faculty. At its best, our environmental community is vibrant and alive with discussion of these issues and not limited to either one or the other viewpoint.

Sustainability, which is my particular area of scholarship, has the potential to finally join together these two wings of the environmental movement so rudely torn asunder. It does this by directly linking the health of the

human economy to the health of ecosystems and the global climate system.

To me, the two most important current problems in human ecological sustainability are climate change and energy supply. There isn't a branch of conservation or preservation out there that won't be affected by climate changes. Wildlife management? Forestry? Horticulture? Park management? Pollution control? You simply won't be able to do these jobs if you don't understand what's happening to the climate. Energy provision (and conservation) is the other. I don't need to tell anyone who lives

in the United States about the price of oil lately. What we do about our energy problems will affect the climate; the two are inextricably linked.

Institutional sustainability is key to cli-

"Big Pine" Debate Reveals Complex Nature of Being Green

Forestry major Robert Hogg ('04) wasn't expecting a controversy in the spring of 2001 when he trimmed a few dozen branches off the "Big Pine" in the Unity College woodlot. As the student responsible for managing the hundred-acre plot, pruning trees and removing dead brush were routine parts of his job. Yet the following evening, when Ecology major Brett Irving ('02) trekked to his favorite hang-out under the "Big Pine" and witnessed the homely result of Hogg's forestry management, he stormed back to campus distraught.

What ensued in the following weeks was a heated campus-wide debate. Irving argued that the spiritual and aesthetic qualities of his special place were destroyed and that Hogg had violated the inherent integrity of the "Big Pine." Hogg countered that resource management was essential to maintaining healthy forests and preventing forest fires. The arguments from each side were persuasive, and many students felt torn between two compelling environmental philosophies.

"What began as a relatively simple debate quickly grew into a complex issue," says John Zavodny, Associate Professor of Philosophy and Humanities. "Students began questioning the value of natural resources and exploring new ethical and philosophical terrain."

What particularly pleased Zavodny about the "Big Pine"



debate was that it spurred students to consider nature from different perspectives.

"I doubt students at most universities would react so passionately to a pruned tree," says Zavodny, "but Unity students tend to have strong beliefs about how humans should interact with the natural environment."

How should humans interact with the natural environment? And who has the right to decide?

"These are questions our students are continually exploring," says Zavodny, "not just because they are interested in environmental philosophy or ethics, but because so much of what they do recreationally, educationally and professionally is integrally linked to nature."

So does Zavodny consider it necessary for game wardens to be philosophers or for zookeepers to be ethicists?

"Not exactly," he says, "but thinking always helps."

Helps what, you may ask?

That's precisely what Environmental Biology major Matt Soucy ('04) asked in one of Zavodny's recent philosophy courses. Soucy challenged the class to prove how postmodern theory, environmental ethics and Taoist philosophy could help him become a better scientist.

Zavodny admits he isn't sure he has a clear answer. He only knows that philosophy teaches people to question what they see and what they know. In other words, philosophy helps

mate change and energy. Large institutions with a big physical presence, such as businesses, departments of government, *and* colleges and universities, simply must reduce their consumption of nonrenewable energy and the concomitant emissions that cause climate change.

At Unity College, we have been quite successful in keeping our energy use low, but our success has been partly incidental. We use far less energy to teach each student than other colleges because we have fewer resources than many other colleges. Our buildings are smaller and there are fewer of them. Many of them are recycled farm buildings. We get credit for deliberately reducing our emissions even further by switching to electrical power generation from renewable sources that don't create climate emissions. And we're working on reducing the emissions that remain.

To educate about sustainability, institutions of higher education also have to ensure that all students, regardless of their majors, get a basic explanation of these environmental issues. At Unity College, each student receives that education in basic sustainability. Since 2003, all graduating seniors also must pass a basic course in human ecological sustainability to graduate.

These are valuable facts in understanding where the College stands in respect to the environmental field. Climate change and energy problems will not depart from the serious news. They are the defining problems of the early 21st century. America's Environmental College must not only acknowledge, but also address this problem. Tiny Unity College, it turns out, *is* a national leader in doing something meaningful about these problems.

If we are America's Environmental College it is also because we belong to all of America. Not just the rich part, or the bright part, or the middle class part. Our environmental community is active, vibrant and alive with environmental activity and advocacy. All the members of our community are enthusiastic participants. Students can come to Unity College from any American background and if they are willing to work and be part of our community, they can succeed.

This is what we do and what we need to learn to do better. This is what has made what name we have, and what will make our name in times to come. This is what is working, and will work into the future. This is how we survive and thrive into our fifth decade. This is what we do for a living. It is honorable, needed work. This is how we are *America's Environmental College*.

people think critically and contemplate the value of what is before them.

"Scientists who can reflect on the moral, ethical or philosophical consequences of their work are crucial in today's technologically-advanced society," says Zavodny. "With complex issues like cloning, genetically-modified organisms, stem-cell research and global warming at stake, it's essential to have scientists who question the broader implications of their work."

Nancy Ross agrees. As Assistant Professor of Environmental Policy at Unity College, she considers it important for her students to ponder complex issues from multiple perspectives. That's why, during the "Big Pine" debate, she invited both Robert Hogg and Brett Irving to present their opposing views in her Perspectives on Conservation class.

"By formalizing the debate in a classroom setting," says Ross, "we helped transform a potentially divisive topic into a constructive, very practical learning experience."

Though practicality and philosophy may seem strange bedfellows, Ross wanted her class to understand how this small-scale campus debate served as a very real example of much larger environmental debates taking place everywhere from Maine's North Woods to the Senate floor in Washington, D.C.

"As future environmental professionals, my students may be confronted by much more complex and polemic issues one day," says Ross, "and it's important to prepare them with actual hands-on issues that impact their lives."

Unity College, in fact, never seems to be short on practical issues that bring environmental philosophy to the foreground. Unity students represent a broad range of environmental sen-

sibilities, from extreme environmentalism to traditional conservationism, so there are rarely dull moments on the Unity campus. Students who rock climb must contend philosophically with their impact on species of lichen. A student who is seen carelessly throwing a plastic bottle in the trash quickly learns the value of recycling. Students who oppose hunting are exposed to dozens of environmentally-conscious hunters.

"Environmental philosophy is embedded in the lives of our students," says Zavodny. "Whether they're conscious of it or not, their actions require decision-making and any decision requires some degree of reflection."

Zavodny notes that students often begin their arguments with very emotional and impassioned convictions, but through discussions they usually reach some sort of philosophical understanding.

"Unity is somewhat of a rolling stone of environmental philosophies," he says. "Here students lose some of their rough edges and become more polished in their thinking."

The "Big Pine" debate didn't have to get blood boiling and raise eyebrows. Students could have shrugged their shoulders and said, "oh well, it's just a tree." Faculty could have dismissed the issue as small potatoes, just another local affair not worthy of the classroom. Instead, the campus community engaged in the issue and learned from it. Robert Hogg became more sensitive in his forestry practices and Brett Irving discovered the necessity of resource management. They shook hands and went back to the "Big Pine" together to develop a re-beautification strategy.

And in the end, people on campus learned something about themselves and the environment they inhabit.

in our ELEMENT





Park Project Displays Spirit of Cooperation

Unity students team with alumni, faculty and staff to make park a reality

By Mark Tardif

Under a scalding July sun, Jason Reynolds '05, spent twelve backbreaking hours of unpaid work pruning trees, digging trenches and laying stone slabs, finishing with a smile on his face. Reynolds had much to smile about: he and a handful of other Student Government Association members had just broken ground on an innovative new garden project for the Unity College campus.

Associate Professor Doug Fox has donated a great deal of time and lent his considerable landscape architecture and horticulture expertise to the project. So has Larry Johannesman '82, a registered Landscape Architect employed by Gnome Landscapes & Design of Falmouth, Maine, along with other alumni, faculty and staff. They have devoted so much because of what the park will be to the student body.

"This park will be a place where students can learn, socialize, or just relax," says Reynolds, Student Government President. "The connections and friendships made in this new park will be in keeping with the spirit of Unity College, a spirit of cooperation, connection with the natural environment and good fellowship."

This spirit of cooperation has already been tilled in the new garden, which is adjacent to Quimby Library. Reynolds and other Student Government Association volunteers are providing much of the labor for the new garden. Their can-do spirit of volunteerism will be proudly on display when

the new school year begins in September.

Work on the multi-phase park project began on July 5, with WTW Earthworks of Freedom, Maine providing the natural stone features of the park. Reynolds says these features include spires and other large boulders.

The project's first phase was paid for with money donated by the Student Government Association. "We view this money from the SGA budget as a direct donation to the park, and it is paying for the stone aspects of the park," explains Reynolds. In addition, appeals to individual students, parents, faculty and board members have garnered donations totaling more than \$9,500 as of mid summer with additional contributions coming in all the time.

The initial phase has included installing the spires, large and smaller boulders around it, and prepping the outer pathway surrounding the entire stone garden.

Reynolds predicts that much of this phase will be completed by this fall, including the park's stone garden, along with a vegetative swale with bog garden, and water cascade leading down the hill beyond the park. The water cascading down and bog garden will be a "really, really nice looking ditch," Reynolds jokes, adding that they needed some way of draining water from the park down the hill in the direction of the North and South Coop.

The second phase of the project, Reynolds says, will involve obtaining cut granite

that's finished, smooth and flat, and placing those granite slabs in the park.

"That's going to be about \$23,000. What's included in that is six, seven-foot long curved granite benches, a fourteen foot diameter flamed granite floor, and inside that circle the middle five feet in diameter is a black granite Yin Yang."

"We will also be dedicating native species of plants to donors. The benches are also going to be in honor of donors. The other aspect is a granite monolith: one side engraved with the name of the park, which has yet to be determined, and the other side will include the names of the other donors."

Reynolds hopes that the money needed to complete the second phase of the project will be raised and completed during the fall semester. And, to facilitate the continued work on the garden, he is planning to organize a volunteer day for students in September to lay down the outer stone path. He hopes that much of the future work will also be completed by Unity College students.

From beginning to end the entire project was organized and implemented by the student body, Reynolds says.

"We did everything from calling designers to raising money," he says. "We also sought out contractor bids, informed the appropriate people on campus, and even offered volunteer labor. Unity students have a lot to be proud of regarding the initiative they took to make this park a reality."

Student Government President Jason Reynolds '05 (left) and a Unity College maintenance worker help guide boulders for the new campus garden project.



Associate Professor Sari Hou and Angie Stokes '05 worked closely on several geographic information systems (gis) projects. During the spring semester, Stokes won an award for her efforts on the growth area mapping project, which was started by the State of Maine Planning Office in 1999. Stokes was an intern with the office in 2004. She credits Hou's project based teaching style with helping her achieve.



Students **Setting the Pace**

In project-based classes, students guide breadth and depth of learning

By Sari Hou

Project-based learning (PBL) is a method of teaching that involves students in designing projects, solving problems and making decisions while engaging in real-life activities. I have found that this model works particularly well in one-on-one instruction with students, and I have previously applied PBL in independent studies, averaging four to five students a semester. This past spring, I used problem-based learning in an interdisciplinary class entitled Information Technology and Environment Science, and I was delighted with its success.

Applying PBL to a whole class necessitates a rethinking of traditional pedagogy. In PBL courses, the role of the professor is minimized. There are no lectures or tests. Using this methodology in my recent course allowed me to change my own approach to teaching; I spent a lot of time meeting students individually and achieved a better understanding of how they learned, what they learned, and whether they had the discipline to master the skills.

At the start of the course, I introduced and offered guidance in applying PBL. I challenged my students to select their own areas of interest with regards to information technology knowledge and the skills

needed to work with computer software. By the end of the semester, students accomplished a variety of projects including learning GIS, designing web pages, and mastering various software applications.

Throughout the semester, each student was responsible for keeping a journal related to what he or she learned. We discussed these journals during our individual meetings. As the course progressed, students assumed more control over its direction. It was here that learning varied depending on the student's determination and time management. Most students could apply their basic knowledge and skills with the software, but not in depth. I began to understand possible limits of this method for students. Those who could demonstrate advanced skills, who knew the software well and who were willing to devote more time to learning software and reading more articles or books advanced quickly.

I graded the process of student learning based on weekly contracts. This created a risk-free environment for students because they were able to choose what they wished to learn. Each student's weekly journal served as a reflective piece. It recorded the steps that students took in achieving their

goals. My approach was to allow students to choose their own way of learning.

At the end of the 10th week, each student was ready for the final project. Students chose their own approaches to their project. I assisted by helping them make decisions that were in keeping with their goals, knowledge of software and skill in applying it to the project. Many successful projects were completed and several were presented at national and international conferences.

I conclude that the key to success in PBL is the students themselves, whether they are able to take responsibility for their own learning. Throughout the process, I did not direct student work at all. Therefore, some students did not learn as much as they might have in conventional lecture-based or laboratory-based courses; whereas others accomplished a great deal. PBL definitely requires a student to act with maturity and discipline. Students varied in learning styles, abilities, and computer skills; consequently, their learning results varied as well. Nevertheless, the ability to select their own projects and academic pace appealed to the students, and the active learning required in PBL courses engaged us all as well.

Athletic Balance

New athletic director, Josh Hunt, looks to improve varsity and club opportunities

By Mark Tardif

Incoming Director of Athletics Josh Hunt of Fairfield, Maine, knows many current Unity students from his days spent as Unity's baseball coach and Assistant Director of Admissions. He also understands the athletic diversity of the student body. Some students, he says, are interested in augmenting their classroom studies with the development of outdoor skills they will need to use during their careers. Others are passionate about their inter-collegiate sport and want to win championships. Still others want nothing more than a good pickup basketball game on a frigid January evening. All must be served equally well by the Department of Athletics, a balancing act Hunt says he welcomes.

The department that Hunt will oversee is busy from dawn to well past dusk. It represents the diversity of student interests and involvement in athletics, along with their dedication to the outdoors. Hunt says that this level of student interest was what attracted him to the position.

"Students are involved, participate and compete with a high level of determination. The culture of the athlete at Unity draws from the diversity of the students here. You can have a talented basketball player who is as passionate about hunting, fishing, ice climbing and snowmobiling as they are about basketball," says Hunt.

Dean for Student Affairs Gary Zane '83 couldn't agree more. He recently stepped down from the position of Athletic Director to assume his administrative role. His experience as Unity's AD taught him a lot about the needs of Unity students.

"Walking into the gym and seeing the schedule of activities, seeing the climbing wall and an Ultimate Frisbee game going on next to an intramural volleyball game, visitors quickly realize that this is a unique, student-oriented athletic department," says Zane. "A lot of times if a student comes here with a passion for a sport, we will support that student to make the idea become a reality."

Zane describes athletics at Unity as flexible, but highly organized, serious and competitive. Over the past twelve years inter-collegiate teams have competed at United States Collegiate Athletic Association (USCAA) championships. The men's soc-

cer team has competed in the USCAA national tournament four times in the past twelve years. Banners hanging in the gym relate to the success of the varsity cross country team, which has seen multiple runners achieve All-American status.

But these honors only begin to illustrate the culture of athletics at Unity. The college also boasts numerous inter-collegiate teams and intramural activities ranging from basketball to curling. There is also an important component of outdoor athletic activities that often originates at the Outdoor Recreation Center, where students check out climbing, camping, boating and other equipment.

Zane, who oversees athletics, says strictly speaking the most popular sport on campus from a participatory standpoint is Ultimate Frisbee.

"If you go to other colleges you don't see the support from the Student Government Association and from the athletic department for things like Woodsman, Ultimate Frisbee and some of our other club sports," Zane says. "A lot of times when I call other colleges I talk with students because often, athletic departments don't embrace club activities the way we do at Unity."

Hunt is eager to promote club activities on campus and also has ambitious plans for inter-collegiate athletics. He emphasizes the need for balance between the important outdoor activities pursued by so many Unity College students (such as kayaking, mountain climbing, hiking and similar outdoor sports) and organized team sports (including sports such as cross country or varsity men's and women's basketball).

Hunt brings with him a lifetime commitment to athletics. He grew up a fan of competitive athletics and played high school baseball. While a student at the University of Maine, Farmington, he served as the assistant women's basketball coach. He then went on to coach women's basketball at the University of Maine, Augusta. Here at Unity College, he complemented his work in the admissions office with a successful season as coach of the men's baseball team.

With the goal of eventually becoming a college-level director of



Josh Hunt (right) sees athletics at Unity as taking many forms. From intercollegiate cross-country to sea kayaking, students have a host of athletic opportunities.

athletics, Hunt left Unity in January 2005 to pursue master's studies at Southern New Hampshire University. While a student there, Hunt became a finalist for the open Director of Athletics position at Unity, which also includes serving as men's basketball coach. He intends to finish his master's degree via distance learning.

Hunt feels strongly that learning should always accompany athletics, and he hopes to emphasize that balance with Unity students.

"The athletic program fosters growth and views the athlete as a whole person, rather than a person beholden to one sport."

He says he will strive to keep the welcome sign up in athletics for everyone, as has been the tradition. This embrace of outdoor enthusiasts and intramural participants will be matched against serious, competitive varsity teams that will win.

In the end, says Hunt, athletics at Unity takes many forms, one of them being professional. "If you view athletics as preparing a student for the competitive world ahead of them, the diversity of athletic opportunity at Unity provides the wide range of skill development necessary for competitive success after college. When you think of outdoor careers and the wide range of skills that draw on athleticism needed for someone to pursue those careers, Unity has an athletic program that is ideal in its diversity, encouragement of athletes pursuing many types of sports, and ultimately, helping the athlete to achieve his or her career goals."

To facilitate these student goals, Hunt has set a few of his own. He will oversee the completion and dedication of the new climbing wall this fall and hopes to begin plans for an expanded weight room as well.

Zane has no doubt that Hunt will succeed in these goals and more. "The energy, passion and enthusiasm for athletics that Josh Hunt brings to his position will help Unity College in many ways and serve as a catalyst for future athletic success," says Zane. "He's creative and hard-working. He'll be the first person in the office and it will not be unusual for him to be locking the gym doors late at night."



Zen and the Art of **Experiential Education**

Unity's curriculum balances classroom learning and field work

By Joshua Caine Anchors

Han Shan, a Zen Buddhist hermit who lived in a mountainside hut in China during the T'ang Dynasty, once ordered a bowl of rice and some tea from a vendor in a nearby village. When his stomach was full, he brought his bowl to the counter. The shopkeeper told him what he owed, but Han Shan simply shook his head: his pockets were empty. The shopkeeper growled and reached for a broom to chase him away.

"Wait!" said Han Shan. "In money I

may be poor, but in experience I'm a king."

"Will your experience pay for my rice?" the shopkeeper bellowed.

"Give me fifteen minutes in your kitchen," Han Shan said, "and I will pay you ten times over."

The shopkeeper growled again, but showed Han Shan into the kitchen.

Fifteen minutes later, Han Shan emerged from the kitchen with a bowl of almond rice pudding. It was the best the shopkeeper had ever tasted. Soon, his shop

was full of villagers drawn to the delicious aroma of Han Shan's pudding and every last drop was sold.

Patting his empty pockets, Han Shan disappeared out the door, onto the mountain trails.

Put most any Unity College graduate in Han Shan's predicament and odds are that she, too, could have tapped into her broad experiences to impress the shopkeeper. But then, chances are she would have had money to pay for her soup in the first place.



The kinds of hands-on learning students pursue is both imaginative and varied. From search and rescue training to learning the finer points of animal care, Unity students balance classroom and projects based learning.



Experiential-based courses like Winter Mountaineering, Researching Local Places, Designing with Nature, Wilderness First Responder, North American Wildlife Identification, or even Crime Scene and Investigative Techniques would have prepared her well for the real world.

Just ask Chris Marshall's anthropology students. For two years his Culture and the Environment class has participated in an archaeological dig on the banks of the Sandy River. Here they have gained hands-on, professional archaeological experience that can be hard to find in other undergraduate programs.

Marshall, Professor of Sociology and Anthropology at Unity College since 1980, believes that his students learn tremendous amounts through getting their hands dirty.

"My class spends a lot of time working on particular archaeological skills and doing fieldwork," he says. "They learn how to read landscape, identify plants, interpret soil strata, and handle artifacts. Direct experience is essential to learning these skills."

Marshall isn't the only professor at Unity College who believes in the value of experiential education. From Adventure Therapy to Wildlife Conservation, all majors at Unity are grounded in the belief that hands-on learning helps foster effective and knowledgeable environmental stewards.

Jim Nelson takes his Wildlife Biology students on black bear denning expeditions to see professional research biologists in action. Dave Potter's Fisheries students learn the intricacies of electro-fishing in his Fisheries Science and Techniques class. Mac McInnes spends time in the wilderness with his Adventure Education students for Advanced Outdoor Skills.

And it doesn't stop there. Even the humanities can be hands-on at Unity College. Students in Kate Miles's literature classes

make illustrated children's books for local school children as part of a service-learning project. John Zavodny's Perspectives on the Environment class puts on a full-fledged play every year that concentrates on the complexities of local environmental issues. Nancy Ross assigns her Advocacy, Ethics and the Environment class the task of formulating an environmental advocacy campaign and then carrying it out.

Mick Womersley enjoys seeing these types of activities around campus. As Associate Professor of Human Ecology, Womersley serves as faculty advisor to the Sustainability Club and tries to get his students outside as much as possible.

"Field trips, hands-on projects and internships are central to the learning experience in most of my classes," he explains. "Students learn a great deal in the process of installing a wind turbine or solar panel, and that applicability of skill is what I'm aiming for."

Although Womersley believes that experiential learning can be used as a practical educational tool, he also considers it important for students to have a strong grasp on theory. "It can be difficult to teach real solid science in an experiential format," he says. "That's why many Unity professors try to balance the theory with the hands-on learning."

Tom Mullin, for example, offers several classes that combine independent reading and writing assignments with semester-long field projects.

"Not everybody learns best in a classroom situation," says Mullin, Assistant Professor of Park Management, "but students still need to learn technical writing and computer skills to help build professional portfolios."

In Mullin's Park Planning, Design and Maintenance course, students develop

management plans for property owned by local communities. His students have worked with various organizations and towns over the years, and occasionally they see their management proposals come to fruition.

"These classes really prepare students for the work world," says Mullin. "They learn what it's like to work in teams, they deal with real bureaucracy, and in the end they present their findings to town committees and other clients."

Perhaps the most widespread example of experiential education at Unity College is expressed in the highly successful internship program. Most students participate in at least one internship throughout their studies, and it isn't uncommon for internships to evolve into full-time jobs after students graduate.

Unity Students interned in over 35 states last year, from Acadia National Park in Maine to the Zoological Society in Buffalo, New York. Unity faculty members work hard to find internships that are good matches for their students. Last year, one of Womersley's students achieved a lifelong dream of working on a grizzly bear study at the Rocky Mountain Institute while another joined the Search and Rescue Team at Yosemite National Park.

"Students do these incredibly cool internships," says Womersley, "and when they come back I have them present a slide show to the other students about what they learned. It's quite exciting to see how enthusiastic they usually are."

Though it's unlikely that Han Shan presented a slide show based on his fifty years in the mountains, his lessons and wisdom have clearly permeated the educational philosophy at a College on the other side of the world.

The proof, as they say, is in the pudding.

in our **ELEMENT**





Degrees of Success

Unity's nationally recognized Conservation Law program proves its mettle

By Judy Eyerer

Every fall, as students around the country prepare to head off to their respective colleges, they do so laden with notebooks, backpacks, area rugs, microwaves and desk lamps. Students planning to major in Conservation Law Enforcement at Unity College of Maine have a few nontraditional items to add to that list: hip waders, hiking boots, binoculars and a compass. Since the early 1990s, Unity College has been granting a growing number of students Bachelor of Science degrees in Conservation Law Enforcement. In addition to the general liberal arts requirements of the college, the Conservation Law Enforcement major teaches students skills that are as unconventional as the packing lists for these students: hiking, swimming, snowshoeing, cross-country skiing, first aid, chainsaw operation, wilderness survival, map and compass usage, hunting and fishing, use of firearms, trapping, tracking, animal and plant identification and GPS skills.

This unique combination of instruction and experiential learning has made Unity College's Conservation Law Enforcement program nationally recognized. It has also made Conservation Law Enforcement one of the largest and most successful programs on campus.

With 135 students in the program, 25 of whom are women, Unity College works hard at contributing to the development of what Associate Professor Pat Stevens calls "quality young people with great potential." The result is a pool of highly qualified graduates with the scientific skills and professional know-how to step into any Conservation Law Enforcement position and begin immediately to make a positive contribution to that organization.

Key to the success of this program, Stevens explains, is the degree to which the program combines classroom learning with real-life field experiences. "By the junior year, most students already will have their police certificate. They're already playing in traffic, so to speak."

Other opportunities for field experience include the Forest Protection Course for the U.S. Forest Service, a wildfire fighting certificate, and an EMT first responder certificate.

The success of Unity College's Conservation Law Enforcement program also depends largely upon professors like Stevens and Assistant Professor Tim Peabody who dedicate themselves to inspiring the students who come here. "We try to be proactive and to

hold the kids accountable. We're capable of getting kids pointed in the right direction and counseling them to show them where their assets are. The spark then happens," says Stevens.

Students also are actively counseled by Stevens and his colleague Peabody, the former chief warden of the Maine Department of Fish & Wildlife, to seek out internships in their areas of interest. Under the guidance of Stevens and Peabody, Unity interns have found work as summer officers for the Kennebunkport and Houlton police departments; park rangers in Maine, Rhode Island and Massachusetts; communication specialists in a New Hampshire Sheriff's department; marine patrol officers in New Hampshire; conservation officers in New Jersey; and park patrol officers in Delaware, among many other positions in many other places.

As students acquire skills during these internship experiences, they also develop professional contacts that come in very handy when the students are ready to seek out career opportunities after graduation. It also ensures that these students are highly sought after for employment. The success of Unity graduates in securing coveted positions in law enforcement pleases Stevens immensely.

"When it comes time for my kids to apply for jobs, I want them to win hands down."

And they often do. Graduates of the Unity Conservation Law Enforcement program can boast many success stories. Matt Rohrbaugh '05 is continuing his studies at the Vermont School of Law. Murray Bauer '01 is working as a special agent for NOAA Law Enforcement in Anchorage, Alaska, a job that saw him chasing Russian smugglers out of U.S. waters. Emily Jones '04, the first woman to earn the Law Enforcement Harbor Master Certification, works for the Maine Department of Inland Fish & Wildlife. Mike Pratt '01 is a Korean linguist who has spent time in the DMZ. Hannah Smith '97 is employed by the Maine Department of Marine Resources Public Health Division as a Marine Specialist doing water quality, clam management and red tide testing.

According to Pat Stevens, the success of these graduates depends largely on the unique education Unity College provides all of its students. "What we do differently," says Stevens, "is we try to shape the whole person through a holistic approach that fashions the self into what each person wants to be."

Where in the World is Costas Christ?

World-wise ecotourism sage comes full circle

By Joshua Caine Anchors

How does a kid from a blue-collar neighborhood in suburban New Jersey end up a world traveler, an international expert on ecotourism, and the Executive Director of the Bar Harbor Chamber of Commerce?

The simple answer: he gets a passport, hangs out with vervet monkeys in Central America, and always packs light. But for Costas Christ, the simple answer only hints at his travels to Belize, Uganda, Kenya, Hungary, South Africa, Cameroon, and over 100 other countries.

Growing up in suburbia, Christ was fascinated with wilderness. He spent a great deal of time in the Pine Barrens and came to think of nature as a refuge from the bustle of Jersey life. His fascination with nature soon grew into an acute yearning to experience the more extreme and vast wilderness of the north.

In 1975, with the aim of becoming a wildlife biologist, Christ arrived at Unity College on the first leg of what would soon become a global journey.

"Maine embodied the sense of wilderness that I was looking for back then," says Christ. "I discovered Unity College somewhat by chance and thought that it would be a great stepping stone to adventures further north."

Christ spent a year at Unity and has fond memories of climbing Katahdin, snowshoeing on the nearby trails, picking fiddleheads, rock climbing with Professor Jerry Cinnamon, and fishing on Unity Pond.

"I remember Unity as being a good

mix of people who were all very keen on the outdoors," he says. "It was quite a dynamic, creative place."

An enticing offer from a friend, however, pulled Christ away from Maine after the school year and steered him south.

Christ began studying wildlife in Central America a few months after leaving Unity. For the next year he researched transplanted populations of vervet monkeys.

Next came a field research position in Kenya, then graduate school at the University of Oregon. Not long after graduate school, Christ founded Tamu Safaris, a small-scale nature travel company dedicated to ecotourism practices that led private safaris and educational tours through seven African countries. Through his work in Kenya and Tanzania, Christ became fluent in Swahili and learned many valuable lessons in conservation.

"Many of the most pristine places on earth today are often 'hot spots' of biodiversity," he says, "yet these are also the places where people tend to be in the greatest need."

Christ has spent much of his career working with this interface between conservation and the socio-economic needs of local communities. His articles on conservation and ecotourism have appeared in the *New York Times*, *Boston Globe*, the *Sunday Times of London*; he also currently writes a monthly column for *National Geographic Adventure* magazine.

A question that recurs frequently in

Christ's writing and professional life explores how a society protects valuable biological terrain while addressing fundamental issues of human impoverishment.

Christ has spent much of his career trying to address this problem. As part of his role as Peace Corps country director in Uganda and then in Belize, his aim was to help develop ecotourism as an economic opportunity for communities living adjacent to national parks and reserves.

He is now applying this experience closer to home. After trotting the globe and helping other communities, ecotourism challenges have brought Christ to Bar Harbor, not far from where he began his journey over thirty years ago.

"I think it's important for people to bring back to Maine—or their own home—the lessons they learn through their traveling or professional experiences," Christ says.

So what does Christ think about the future of Maine's natural environment now that he's come full circle?

"Maine is a haven for nature tourism," he says, "but when does tourism become too much? Maine's challenge, like many other regions of the world, is to maintain tourism without overdeveloping and losing its integrity and authenticity."

Christ says that his experience at Unity College first introduced him to the idea of sustainable environmental development.

"Unity College helped serve as my springboard and really tuned me in to some of the environmental issues out there."



New & Noteworthy

On Saturday, June 11, the Safari Club International Foundation (SCIF) Sables, a non-profit organization dedicated to the preservation of the hunting tradition, announced the establishment of the SCIF Sables Joe Leta Hunting Heritage Scholarship at Unity College. Joe Leta of Evergreen, Colorado, was an enthusiastic promoter of many sportsmen's organizations, including Safari Club International, Safari Club International Foundation and SCIF Sables. Upon his passing, the Leta family agreed to establish, through the SCIF Sables, a scholarship which would financially aid junior and senior year college students studying the wildlife sciences. The initial scholarship pledge was for \$15,000. Also announced was a donation from the Safari Club International Maine Chapter of \$1,500 in support of Unity College's new archery range.



On May 9, 2005, **Emily Volz '06**, an Environmental Education major from Raymond, Minnesota, was working as a lifeguard at the Boys and Girls Club at

the Alford Youth Center in Waterville, Maine. Despite it being final exam week, Volz was serving her regularly scheduled shift as a part-time lifeguard. While overseeing a private therapy group, Volz observed a man in the group who was submerged. She immediately pulled the man from the pool. He was not breathing. Volz administered two rescue breaths, at which time the man came to and began breathing again. For her actions to save the life of a drowning man, President

David Glenn-Lewin issued a Presidential Commendation to Volz.

Lisa B. Martin Bunch '00, a winner of the Dean's Award for earning a perfect 4.0, while a student at the College, will serve in as Interim Arts Coordinator/Instructor. She will also serve as Manager and Curator of the art gallery. She has varied teaching experience in the arts, including serving as an adjunct faculty member at the College during the fall semester's of 2000 and 2001. "You really get a sense of a community centered place at Unity," Bunch said. "My approach to teaching is to help open the eyes of students so they really look at the world around them, and engaging the world visually."

Kathleen Hale has been named Director of Human Resources. Originally from Caribou, Maine, Hale most recently lived in North Dakota with her husband, Steven, who recently retired from a career in the United States Air Force. Hale has over 18 years of experience as a human resources professional. Her most recent position was as Human Resources Manager for Professional Home Nursing of Caribou, Maine. She holds an Associate Degree in Medical Office Administration from Northern Maine Community College, a Bachelor of Science degree in Business Management from Husson College, and is certified as a Senior Professional in Human Resources (SPHR) from the Human Resources Certification Institute, a national certification program for human resource professionals. "My family and I wanted to return to the great state of Maine to settle back into a community," Hale said. "I also was intrigued by Unity

College's mission. I felt that the Director of Human Resources position at Unity College would be a challenging and fulfilling position to utilize my human resources experience and knowledge, and that it would fit well with my career goals."

Cynthia Schaub has been named Capital Campaign Coordinator. She previously served as College Advancement Office Coordinator and brings with her extensive experience in the areas of fundraising and office management serving both non-profit organizations and businesses. Prior to her position at Unity College, Schaub served as Capital Campaign Office Manager at the Waldo County YMCA. A graduate of the University of Maine at Orono with a Bachelor of Science degree in Animal Science, Schaub has served on the boards of the Waldo County YMCA, Maine Horse Association, and Maine Morgan Horse Club. "As an employee of the College I have been impressed by the warm sense of community and commitment to environmental education present in all aspects of college life," Schaub noted. "To make this professional transition to assist in the development of resources to build a new student center is most gratifying. I am energized by the opportunity to help support a strong vision for the College as it moves forward."

Conservation Law Enforcement major **Shawn Brassard '08** of Bath, Maine, was installed in June as State Master Councilor, the highest office in the state jurisdiction, with the Mason's philanthropic and fraternal organization. He is a recipient of the Region One Scholarship and also is a Master Mason of Cumberland Lodge in New Gloucester, Maine.

Unity Celebrates 40

On September 7, 2005, Unity College will celebrate its 40th anniversary. Along with a speech on this day by Governor John Baldacci, activities will take place throughout the month of September, including a speech by nationally known environmental activist and author Robert F. Kennedy, Jr. All events are free and open to the general public. A participation fee for the general public at the shooting tournament, along with a fee per round of trap for Unity College students, alumni and the general public, is required.

Schedule of Events

September 7, 2 p.m.

Speech by Governor John Baldacci. Amphitheater (in case of rain the gymnasium)

September 9, 4 p.m.

Climbing Wall Dedication. Gymnasium.

September 17, 8:30 a.m.

Registration check-in, 9:00 a.m. Tournament Start; Shooting tournament at Androscoggin County Fish & Game Association in Auburn, Maine. Open to alumni, students and public. Free for Unity College students and alumni, \$20 registration fee for general public includes access to trap and rifle competition. Alumni allowed one free guest registration. All participants must pay \$3 fee per round of trap, supply own ammunition and shotgun/rifle. No fee to participate in rifle target shooting. Prizes awarded in various categories. Rifles and shotguns only. Pre-registration by September 15 required. All walk-in participants on the day of the event must pay the \$20 registration fee. General public not required to pre-register. Concessions are available for a fee per item(s) at the tournament. Maximum 150 participants with first preference given to Unity College students and alumni. Pre-register with Mark Tardif at mtardif@unity.edu, or by phone at (207) 948-3131, ext. 292.

September 18

Archery Tournament, Community Day and Student Center Dedication



Robert F. Kennedy Jr.

September 23, 1:30 p.m.

Concert by Sara Trunzo '08, winner of Unity College Earth Day Songwriting Competition. Amphitheater (in case of rain the gymnasium)

September 23, 2:00 p.m.

Concert by Paranoid Social Club. Amphitheater (in case of rain the gymnasium)

September 23, 3 p.m.

Speech by Robert F. Kennedy, Jr. Amphitheater (in case of rain the gymnasium); 5 p.m. book signing, patio of Welcome Center (in case of rain Student Center).

September 23, 6 p.m.

Alumni Reception in Quimby Library. Unity College will host a reception for all Alumni in the library. (Restricted to Alumni, Faculty and Staff)

September 24, 2 p.m.

Tree Planting Ceremony, Constable Hall. In honor of Mashantucket Pequot Tribal Nation.

UNITY COLLEGE ANNUAL REPORT

2004-2005

The College's fiscal year ends in June, and June, 2005 ended with the college in a strong fiscal situation. Unity College closed out the fiscal year with a balanced budget, new enhancement to the College's physical plant and to its endowment. Academic programs are robust and in the fall entering and returning students will find the campus in a very attractive condition.

The college has expanded its residential opportunities, laboratories in Koons Hall have been modernized, computer resources upgraded, scholarships have grown in number, a wonderful climbing wall together with substantial kitchen renovations will soon be inaugurated in the Student Activities Building, and a student government-initiated project—yet to be named but alluded to as Unity's Stonehenge—has changed the landscape of the Unity campus. Strong enrollments, sound fiscal management, extraordinary student leadership and significant private gifts have made all of this and more possible. Private support for the college remains critical to the success of Unity College.

Plans for the College's near and long-term future are in preparation and within a few months a number of new initiatives will be announced. It is a time of great excitement at Unity College. Much of the College's growth and development is owed to David Glenn-Lewin who returned to the faculty from the presidency in the spring of 2004. The College is now engaged in a process which will bring new presidential leadership to Unity for the fall of 2006. In the meantime, keep an eye on Unity. We are on the move and on a very positive trajectory!

Mark B. Lapping
Interim President

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Jassa '07 (left) and her twin sister Sarah Cole of Waterboro, ME were interviewed by WABI-TV, the Bangor CBS affiliate, during the Fishing for Scholarships Tournament at Unity Pond in July.