


2009

# A History of Canadian Studies at the University of Maine

Robert H. Babcock  
*University of Maine*

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A History of  
Canadian Studies  
at the University of Maine

Robert H. Babcock

Canadian-American Center

University of Maine

Orono, Maine

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*for Alice*





American ignorance of Canada  
has been the greatest source of continental  
strain in the past. American awareness  
can be the greatest source of continental  
strength in the future.

Stanley Tupper  
U. S. Congressman from Maine  
1961-1967

Canada is, and will continue to be,  
the most important and growing market for  
Maine products and services.

John McKiernan  
Governor of Maine  
1989



## Foreword

A CURSORY LOOK at a map of northeastern North America shows that Maine is wedged between the Canadian provinces of Québec and New Brunswick and lies across the Bay of Fundy from Nova Scotia. On three sides, Maine is bordered by Canada. What few maps reveal is that this northeastern border region has been the site of human interaction for centuries, even millennia. Archaeologists have found cultural connections in what they call the Maritime Peninsula over thousands of years, historians have limned interactions during the past four hundred years, and economists trace growing economic connections today. Rarely can one pick up a Maine newspaper without seeing a story about Canada or the U.S.-Canadian border. This fact of geography, the long history of human interaction, and the increasing economic integration of northeastern North America means that cross-border relations are going to continue to be important to the State of Maine and to the United States more generally.

Faculty at the University of Maine have taken a scholarly interest in the neighboring Canadian provinces since the late nineteenth century. As Robert Babcock shows so clearly in this history of the University's Canadian Studies program, scientists and agronomists were the first to study the cross-border relationship simply because bugs and fish paid no attention to political boundaries. In the 1920s, a history faculty member gave the first course on Canada at the University. By the 1960s, a core group of faculty, led by Alice Stewart (History) and Edgar McKay (Modern Society and Government) had begun the long, hard work to make the study of Canada and Canadian-American relations a permanent part of the institutional structure. With crucial support from successive presidents of the University, the New England-Atlantic Provinces Center (later the Canadian-American Center) was founded in 1968. Securing federal funding under the Title VI International Educational program in 1979 allowed further growth and enlarged the Center's mission. As a National Resource Center on Canada, the Canadian-American Center is committed to teaching, scholarly

research, and outreach on Canada and Canadian-American relations. Today, the Center administers one of the leading Canadian Studies programs in the country and the premier international studies program at the University of Maine.

On the occasion of the 25th anniversary of the Title VI grant in 2004, I thought that a history of the Canadian Studies program would be an appropriate way of commemorating a quarter century of continuous federal funding and the considerable achievement that this represented. I invited Robert Babcock, Professor Emeritus of History, to take on the task. A native of upstate New York and a graduate of Duke's Canadian history program, Bob had made an early name for himself with the publication of his prize-winning book *Gompers in Canada* (1974). A year later, he was hired by Alice Stewart to be the second Canadian historian on the faculty. If Alice was one of the principal instigators of the Canadian Studies program, Bob was the person who built the Canadian history graduate program into what it is today, namely one of the most productive at the University of Maine, offering the premier doctoral degree in Canadian history in the United States. In addition, Bob lent enormous support to the broader Canadian Studies program, including serving as the editor of *Canadian-American Public Policy*, the Center's principal scholarly publication. As with the history graduate program, Bob built up the paper series so that it is now one of the most important international outlets for policy writing on Canadian-American relations. He shouldered the editorship into retirement. Upon stepping down, Bob gallantly and most generously accepted my invitation to write a history of the Canadian Studies program.

After much work in the university archives, Bob has produced a comprehensive history of the Canadian Studies program, which is also a significant contribution to the history of the University of Maine. More than this, Bob has greatly enlarged our understanding of the growth and development of Canadian Studies as an academic field and, more broadly, post-secondary international education in the United States. This book is at once a fascinating insight into the institutional founding and growth of a university program and an intellectual history of Canadian Studies. I owe Bob a great debt of thanks for accepting the challenge and for producing such a valuable and informative study.

Stephen J. Hornsby  
Director, Canadian-American Center

## Preface

IN MAY, 2006, an audience of several hundred parents packed the Dr. Levesque Elementary School in Frenchville, Maine, to watch the children describe the 18th century expulsion of their Acadian ancestors from Nova Scotia. They heard sad stories about the separation of families and the burning of community buildings and homes that resulted from the British dispersal of some 12,000 French-speaking farmers to various locales in the Old and New Worlds. The hour-long program, called *Soiree du Bon Vieux Temps*, included pre-kindergarten pupils singing *Frère Jacques*, second-graders singing a version of Longfellow's *Évangeline*, and fifth-graders singing *Partons la Mer Est Belle*, a mournful song about Acadian fishermen lost at sea. Although the children's ancestors had migrated up the St. John River more than two centuries ago to settle in northern Maine, their descendants have obviously remained in close touch with their roots and use the French language comfortably. As a result, most of these children have more in common with their neighbors in the Atlantic provinces of Canada than with the majority of Maine children. Multiplied many times over during the course of a school year, such incidents go a long way to explain why learning about Canada has become an important part of living in Maine. Hardly a day goes by without a local newspaper or TV news broadcast carrying a story about some new Maine-Canada connection.

The purpose of this book is to chronicle the historical and programmatic development of the Canadian Studies program at the University of Maine from its origins in the early 20th century to its position today as one of the most comprehensive of its kind in the United States. Maine's close proximity to Canada, spawning an enormous range of cross-border contacts, best explains the investment in academic resources required to understand and benefit from this mutually fruitful international relationship. The story needs to be told not only

because it is one of the oldest such academic programs in the United States, but also because it still flourishes long after its founders' retirement. There are lessons from this story for faculty, administrators, and students at the University of Maine and elsewhere about building and maintaining a program that cuts across academic disciplines. An accurate knowledge of the past will help serve as a key to the future success of this program, its host institution, and the many individuals associated with it.

This story probably should have been told by the late Professor Alice Stewart, one of the architects of Canadian Studies at Orono. She was deeply involved in it from the late 1940s until well into the 1990s, knew all the key people, led the faculty Canadian Studies committee, and authored its copious minutes. There is some evidence to suggest that she had intended to write the history of the University of Maine's Canadian Studies program during her retirement. After all, as a single, professional woman of the "old school," it had been very much her "baby." Perhaps the absence of detailed guides to university records, or just the size of the task, or her failing health serve to explain why she never got around to it. But no matter: upon her death in 2000 this remarkable woman more than made up for it by leaving a substantial legacy to help fund Canadian Studies stipends for graduate students and book purchases by Fogler Library.

When I stepped down as editor of *Canadian-American Public Policy* a few years ago, I was asked by Stephen Hornsby, the current director of the Canadian-American Center, to research and write the history of Canadian Studies at the University of Maine. I had known Professor Stewart for 30 years, had worked with her in the program, and upon her retirement had replaced her as the senior Canadianist in the Department of History. I had also worked with nearly all the primary participants in Canadian Studies at University of Maine, and since my retirement I have remained in touch with several of them. They have been helpful in the compilation of data for this project. I have also consulted the relevant files arranged by Professor Stewart and deposited in the Special Collections at Fogler Library. Among the other sources I have relied upon are *Maine: The Pine Tree State*, co-edited by my colleague, Richard Judd; the Carnegie Endowment volumes on five Canadian-American conferences held between 1935-1941; a small number of files kept at the Canadian-American Center; several books published by the Center (see Appendix II); monographs on the history of the University of Maine and the University of New Brunswick; University of Maine

Center grant applications, especially those for federal Title VI funds; and my own correspondence files and recollections. Considering the unusual breadth of the intended audience of current and prospective faculty, administrators, and students in the various Canadian Studies communities, it did not seem necessary to provide the detailed footnotes normally used in a scholarly monograph, although I do cite the direct quotations.

I am grateful to Stephen Hornsby, Ray Pelletier, and Richard Judd for their comments on the manuscript, to Betsy Beattie for gathering the photographs, to Gail Yvon, Betsy Arntzen, and Nancy Strayer for numerous details, and to my wife, Rosemary, for her patience and encouragement.

Robert H. Babcock  
Professor Emeritus of History  
University of Maine



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Figure 1: This map emphasizes the relationship of Maine to the surrounding areas of New England, Québec, and the Maritime Provinces of Canada. Five Canadian provinces and all the major cities in the international region are within a day's travel from the University of Maine campus in Orono.

CHAPTER 1

# Contexts for Studying Canada in Maine

IN ORDER TO UNDERSTAND the importance of Canada to Maine, one must first grasp the impact of the state's geographical location, thrusting like a giant thumb into the "soft underbelly" of eastern Canada. Just how important is this particular location? If, as some assert, "geography is destiny," then perhaps it is crucial. This chapter sketches some of the ways that Maine's geographical border with Canada has shaped its history, demography, and economy during the past four centuries. On occasion the border has provoked international conflict. More often, though, Maine residents and their Canadian neighbors have found mutually beneficial ways to farm, fish, harvest timber, build ships, construct railways, produce vast quantities of paper, and resolve their energy needs without resort to arms. Sometimes this interactive process has fostered unusual borderlands communities that reflect a blending of Maine and Canadian cultures, reinforced by the fact that more than 40 percent of the state's people claim Canadian ancestry. Perhaps it was inevitable, then, in the light of the region's close proximity and shared interests, that some of the universities scattered along the international border between the northeastern states and adjacent Canadian provinces would get together to learn more about each other.

## A. FORGING MAINE'S BOUNDARY WITH CANADA

Ask any realtor to name the three most important variables affecting the real estate market and the answer will likely be "location, location, and location," a

truism for political entities as well. Maine's 611-mile international boundary with Canada cuts across a shared geological "Maritime Peninsula" that spreads between the St. Lawrence River valley on the north and the Gulf of Maine and Bay of Fundy on the south (*figure 1*). Because this region shares a similar glaciated terrain, soil types, hydrology, and forest composition, it helped to set the stage for a wide range of cross-border activities over the past three centuries which have profoundly influenced Maine's evolution. The northern and eastern sections of the international border are marked by two shared waterways, the St. John and the St. Croix rivers, providing easy cross-border access which has knitted borderland communities together despite occasional conflicts over resource control and water management rights. For many years the northwestern portion of Maine's international boundary, although densely forested and sparsely settled, presented few real barriers to the movement of people and goods across the divide until the recent events associated with 9/11 necessitated tighter controls. Similarly, the state's extensive shoreline along the Gulf of Maine serves to link coastal Maine seafarers and travelers with their counterparts residing in the nearby provinces of eastern Canada. As historian Richard Judd has observed, Maine's close proximity to Canada set the stage for an unusually long history of "international conflict and cooperation that very few other American states can claim."<sup>1</sup>

During the 17th and 18th centuries, the Maine-Canada boundary gradually emerged from long struggles among shifting alliances of the region's Native Americans, Europeans, and New Englanders. The earliest Maine Indians probably came from what is now Canada. In 1603 the French explorer, Samuel de Champlain, met some of them in the St. Lawrence River valley, and the two groups forged an alliance against the mutually hated Iroquois residing mostly in what is now New York State. Champlain also explored the coast of Maine and planted brief settlements on Mt. Desert Island and on an island in the St. Croix River. During the remainder of the colonial era most of the region occupied by present-day Maine was split between England and France, the two dominant European powers. Eastern Maine became an extension of French settlements in Acadia (i.e., present-day New Brunswick and Nova Scotia), while migrants from the original English colony of Massachusetts Bay planted communities in west-

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<sup>1</sup> Richard Judd, *Maine: The Pine Tree State* (Orono: University of Maine Press, 1995), p. 7.

ern Maine. During a series of wars extending over much of this period, the state's Native Americans periodically shifted their loyalty between England and France, leaving the crude boundary between Acadia and New England in frequent dispute. When hard pressed by English settlers, Maine's indigenous population obtained sustenance from French government and church officials along the St. Lawrence. At one point in the mid-18th century a third of Maine's Penobscot Indians actually moved to Québec, their warriors joining French soldiers in attacks on English settlements in Maine. Nevertheless, by 1763 Great Britain, aided by New Englanders, had prevailed over France, driving it from Québec and all but two tiny islands in the Gulf of St. Lawrence. Thereafter the territory now called Maine would serve as a buffer between Great Britain's original New England colonies and its later acquisitions in Québec and Acadia.

During the American Revolution Maine's links to Massachusetts, a major center of opposition to British rule, exposed it to that war's ravages mainly because British sea power still dominated the Gulf of Maine and adjacent waters. In 1775 a British fleet attacked Falmouth (present-day Portland), Ft. Pownall, Ft. George, and Machias, while eastern Maine colonials responded with abortive attacks on Nova Scotia. During the winter of 1775-76 Benedict Arnold led a Continental army through the Maine woods in an unsuccessful effort to conquer the British stronghold at Québec. Although most Maine residents remained on the periphery of the fighting, by the end of the Revolutionary War their economy had been reduced to ruins.

Over the next half-century, wars and rumors of war periodically threatened the northeastern borderlands. In 1783 diplomats representing the U.S. and Great Britain met in Paris to draw the boundary between Maine and its British North American neighbors, Lower Canada (present-day Québec) and that portion of maritime Canada now called New Brunswick. While the treaty specified that the eastern boundary would be along the St. Croix River, the negotiators' maps proved to be contradictory about its precise location, and later a joint commission was established to settle the matter. Another boundary dispute, this time in Maine's northern-most county, Aroostook, also stemmed from the lack of accurate knowledge of the area's geography. It did not become a full-blown issue until the early 19th century when settlers from both sides began to squabble over its rich timber resources. At first the dispute was submitted to King William I of the Netherlands, who recommended a division of the area into two roughly equal portions. But Maine political elites rejected this settlement, and by the late

1830s the potential for violence had reached the point where the state's governor was forced to dispatch the militia to the area. Finally, in 1842 the Webster-Ashburton Treaty evenly divided the territory and opened navigation of the entire St. John River to both parties. The latter provision was a victory for Maine operators, who thereby

gained rights to float timber to sea at Saint John, and acknowledged an economic interdependence between Maine and New Brunswick that had been developing since the earliest days of logging on this international watershed. The right of free navigation on the St. John established the legal basis for a unique transnational lumbering economy along the St. John River. It encouraged the development of several American-owned sawmills on the lower river in New Brunswick and gave Aroostook County timber operators the right to enter, duty-free, all ports in the vast British empire. Without the treaty, the [Maine] timber resources of the north would have remained landlocked and virtually valueless until railroads entered the territory in the 1870s.<sup>2</sup>

After Maine's international boundary had been settled, cordial relations between the state and its British North American neighbors still remained at the mercy of both international events and domestic disturbances. Peace reigned from the conclusion of the American Revolution to the outbreak of the Napoleonic wars between France and Britain during the early 19th century. Both European powers, but particularly the British, began seizing American ships on the high seas. After the United States had declared war upon Great Britain, troops under the command of Lord Dalhousie occupied the entire Maine coast east of Penobscot Bay for over a year. Customs revenue collected by the British at Castine, Maine, from local traders during this period was subsequently used by the British to underwrite the establishment of Dalhousie University in Halifax. At the war's conclusion in 1815, these British forces were withdrawn to the previously established St. Croix River boundary between Maine and British North America. Several decades later during the American Civil War, a march by armed Irish Fenians toward Maine's eastern border prompted mobilization of the Canadian militia. Fortunately, no shots were fired and post-Civil War tensions between Great Britain and the United States lessened. Peace reigned after 1871 when Great Britain permanently withdrew its military forces from Canada.

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<sup>2</sup> *Op. cit.*, pp. 352-3.

Since then, amicable relations have hinged less upon trans-Atlantic rivalries than on settlement of issues between those who live and work near the Maine-Canadian boundary. For instance, during the early 1980s disputes over the control of the fisheries in some borderland areas of the Gulf of Maine and Bay of Fundy were resolved by a treaty amicably negotiated between Canada and the United States. The only remaining boundary question today concerns ownership of Machias Seal Island, a small uninhabited rock with prolific seabird nests at the eastern end of the Gulf of Maine. Canada has built and still maintains a lighthouse on it to secure its claims, while predominantly American birders visit it to observe the wildlife. Recently, Maine and New Brunswick lobster men started a verbal battle over whose conservation-oriented fisheries regulations would be enforced in the area.<sup>3</sup> Although it remains difficult to fish near the island because of the different types of gear employed by Canadian and American fishermen, both sides have called for a negotiated solution.

While Canada and the United States entered the twentieth century's two World Wars and Cold War at slightly different times, in each case they became staunch allies and their armed forces fought together. During the last two conflicts each nation permitted the other's troops to be trained and/or stationed on its own territory. After terrorist attacks on the United States in September, 2001, officials in the two nations sought to find a balance between the enhanced vigilance required by the new terrorist-related security threats and the older, more relaxed and informal border-crossing routines described in the next section which had been practiced by Canadians and Americans living in those borderland communities. The pace of cross-border traffic has been somewhat slowed by the new security checks, but the overall number of crossings and volume of trade continue to rise annually.

## **B. CROSS-BORDER MIGRATIONS**

### **1. Two Maine Borderlands Communities**

Because of relatively easy access to the boundary rivers, land-hungry settlers were quick to put down roots on both sides of the fertile *intervale* lands along the St. John River without paying much attention to ownership rights or citizenship

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<sup>3</sup> *Bangor Daily News*, July 2, 2007



issues. For instance, in 1785 a group of sixteen Acadian families moved up the St. John from present-day New Brunswick to what is now Maine's Madawaska area, hoping to escape any potential battles between France and Britain over control of Acadia. These settlers were soon joined by larger numbers of French-Canadians from the south bank of the St. Lawrence River. Geographically isolated from English-speaking residents along the Gulf of Maine, they continued to speak French and preserve both their secular and religious customs without difficulty. To this day, a good many of the Canadian and American descendants of these Acadian settlers, having relatives scattered along both banks, share more in common with each other than with their fellow Maine citizens to the south.

A second, predominantly Anglophone borderland community gradually emerged along the shores of the St. Croix River in the early 19th century and, like the Acadians along the St. John, still thrives. For decades the residents of Calais, Maine, and St. Stephen, New Brunswick, separated by the boundary river, have functioned as a single borderlands community. Many live in one town and work in the other. As in the St. John River valley, they have kin living on both sides of the border. In July they celebrate each other's national holidays. Over the years their water supply, electric lights, and other utilities have become fully integrated. The two towns' fire companies answer each other's calls. In 1938 Harold Davis, a former resident of Calais, related this anecdote to an audience of Canadian-American scholars in Orono:

A while ago the [Maine] county health officer was quite perturbed when he noticed the appalling decrease in the birth rate of Calais and vicinity. He could not understand it at all, because there were plenty of healthy youngsters running around, and he could not understand where they were coming from. He looked around a little further and found out that some of them were being born over in St. Stephen, in [their] hospital..., [thereby becoming] British subjects.<sup>4</sup> [At that time, there was no Canadian citizenship distinct from that granted to Canadians through their membership in the British Commonwealth of Nations.]

Although residents of these two cities have lived for many years in two different time zones (EST and Atlantic), apparently it is a minor inconvenience

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<sup>4</sup> R.L. Morrow, ed., *Conference on Educational Problems* (Orono: University of Maine Press, 1938), pp. 113-114.

which has not seriously undermined the functional integration of the two nationalities into a single urban borderlands community.

## 2. Franco-Americans in Maine

During the 1840s another Canadian migrant stream began flowing into urban centers of central and southern Maine. It consisted of thousands of French-Canadian men, women, and children, mostly from Québec, who desperately sought work in the state's shoe shops, textile factories, and lumber mills. Some arrived on foot over the Canada Road and Kennebec-Chaudière corridor, a combination of paths hewn through the woods and along the waterways that ran south from Québec City to the border at Jackman and on to Skowhegan. Later in the century, whole families came from Quebec to Maine by train. By the early 1890s, immigrants from this province accounted for 80 percent of the labor force in the larger Maine mills. Many of them stayed permanently, while others remained in continuous flux between Canada, the St. John River valley, and industrial centers throughout New England. Between 1870 and 1890 in Biddeford, for instance, turnover reached 50 percent every three years. These *Canadiens* lived in ramshackle "little Canadas" whose landlords offered cheap rents and whose storekeepers catered to their tastes. In the wake of this huge migration, French-Canadian priests, nuns, and businessmen also crossed the border to serve their flock. Montréal's Sisters of Charity, for example, founded a major hospital in Lewiston that played an important role in that city's health care system. *Le Messenger*, established in 1880, was the first of 28 newspapers published in Maine to serve the state's growing French-speaking community, and it flourished well into the 20th century. Some migrants did not bother to learn English since all the business of daily life in little Canadas could be conducted in French. "Why should I?" Eve Aube explained. "My doctor speaks French..., my hairdresser speaks French..., my grocer speaks French..., my landlord speaks French."<sup>5</sup> Although the textile mills and shoe factories are long gone, to this day many Maine residents in Lewiston and Saco, as well as in the upper St. John River valley, still speak, sing, and pray in French.

A second, less-studied migrant stream of English-Canadians crossed the border to work and to live in Maine. During the 19th century it was not uncom-

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<sup>5</sup> Cited by Yves Frenette in R. Judd, ed., *Maine: The Pine Tree State*, p. 467.

mon for New Brunswick farmers to find new opportunities by migrating into adjacent regions of Maine, particularly to the fertile soils of Aroostook County. In the heyday of Maine's lumber industry, companies regularly recruited woods workers from the Maritime Provinces and Québec. After lumbering gave way to the production of paper products, Maine's pulp and paper mills relied upon substantial numbers of Canadian workers to harvest pulp wood. During the 20th century many young men and women left the Maritime Provinces by train or ferry to find work in Maine's burgeoning canneries, hat and dress-making shops, foundries, and shoe factories. More recently, Maine hospitals have staffed their facilities with health care workers from adjacent Canadian provinces.

### C. A BORDERLANDS ECONOMY

#### 1. Staples-based Development

After the American Revolution, the economies of both Maine and adjacent regions of Canada remained largely staples-driven, i.e., dependent upon the harvesting of natural resources for consumption in distant metropolitan markets. Whatever the indigenous manufacturing to be found in the region, it was nearly always directly linked to harvesting, processing, or transporting a staple. While there was still money to be made by both merchants and laborers, it was by no means an easy task. Markets wildly fluctuated, capital was often scarce, and the workforce frequently exposed to dangerous conditions and seasonal layoffs. Throughout the 19th and 20th centuries the economies of Maine and its Canadian neighbors remained heavily dependent upon two staples in particular— fish and lumber.

From 1840 to 1865, the golden age of Maine's fishery was mostly based upon the rich cod, mackerel, and herring grounds of Canada's Bay of Fundy, Labrador coast, and Gulf of St. Lawrence. After 1850 the more distant but extraordinarily rich cod fishing grounds off Newfoundland's Grand Banks began to play an important role. Dozens of large schooners left Portland, Castine, Eastport, and Bucksport each spring for the Newfoundland grounds, spending three to five months at work before returning with cargoes that often exceeded 30,000 fish. Along the way to the cod banks these ships would regularly stop at Maritimes ports to purchase bait and round out their crews with Canadian hires. Second only to the Newfoundland banks luring Maine seafarers were those off

Nova Scotia's Sable Island. Under the Reciprocity Treaty of 1855-65, Canadian ports were opened to American fishermen so that the season's first catch could be unloaded for trans-shipment home by steamer or freighter, thereby permitting the Maine schooner to return immediately to the fishing grounds.

At its height, Canadian cod, mackerel, and herring served as an essential medium of exchange for Maine's coastal economy. But toward the end of the 19th century, banks fishing began to give way to in-shore fisheries in both Maine and the Maritime Provinces. Dozens of sardine and lobster canneries sprang up along the shores of Maine, New Brunswick, and Nova Scotia, many of them controlled by Portland's Baxter family interests. While the lobster industry still remains relatively decentralized in Maine and the Maritimes, the region's herring fishery has been consolidated recently by large American corporate interests.

Closely connected with fishing was a burgeoning Maine shipbuilding industry. Beginning in the 1840s, Portland merchants began battling for control over the "Downeast" coastal trade by dispatching ships that would regularly call at various Maine and adjacent Maritimes ports. By 1880, some 50 towns between Machias and Kittery were employing more than 200,000 workers in the construction of (sailing) ships for fishermen and merchants. Soon bricks manufactured in Brewer, Maine, were being taken to Newfoundland to pave Water Street, St. John's main drag, and tinware fashioned in Westbrook was being sold throughout Québec and the Maritime Provinces. Itinerant peddlers from Maine sold their products along well-established routes criss-crossing New Brunswick and Nova Scotia, earning a reputation for hard work and a sharp business sense that was ruefully celebrated in the humorous novels of T.C. Haliburton, a prominent Nova Scotia judge.

Maine's lumber and paper industries developed very significant Canadian connections. The first sawmills, erected in southern Maine during the 17th century, gradually spread eastward. Three-quarters of a century later, a fifth of Maine's board feet was being harvested from the St. John and St. Croix River watersheds alone. Much of the wood cut in Aroostook was floated down the St. John River to the City of Saint John, New Brunswick, to be processed by Canadian workers employed by Bangor-owned firms. Between 1904-1909, conflicts between saw mills and log drivers over water usage on the St. John River provoked an international confrontation along Maine's Canadian-American border. By 1916, however, a commission appointed by the two nations had resolved the issues. Thereafter, saw mills started declining in both Maine and

eastern Canada while the pulp and paper industry consumed ever greater proportions of the region's stumpage. One huge bi-national firm, International Paper (IP), gained control of vast timber tracts and large paper mills on both sides of the border. During the early decades of the 20th century, hundreds of thousands of cords of pulpwood were harvested by IP in New Brunswick and then shipped to Maine by boat and rail for processing into paper goods at new mills like the one still running today in Rumford, Maine. Today, both American and Canadian paper companies have become international players with extensive operations in the United States, Canada, and elsewhere.

Like the fish and lumber eras, the age of iron and steel firmly welded Maine's staples-driven economy to Canada. In 1834 the Maine legislature ordered a survey for a railway route from Montréal to Portland so that the latter might become Canada's chief port during those winter months when the St. Lawrence River route was blocked by ice. John A. Poor, a Maine native, expected Portland to displace much of Boston's flourishing commerce because the Maine city was geographically closer to Europe. After a dramatic winter trip by sleigh across the White Mountains to Canada, he persuaded Montréal business interests to help finance the construction of a railway from the Canadian city to Portland. After it had been completed in 1853, trans-Atlantic steamship lines brought goods and passengers to Maine's new "Winter Port of Canada" for transshipment to British North America. Poor also engineered the creation of the Portland Company, a firm that subsequently built over 600 locomotives as well as rolling stock, boilers, and steam engines for railways, ships, and pulp mills throughout New England and eastern Canada. For several decades this company was the Maine city's largest employer. Then in 1889 the Canadian Pacific Railway completed a line across northern Maine from its eastern terminus in Montréal to the Port of Saint John on the Bay of Fundy in New Brunswick. As a result, Portland and Saint John became rivals for hinterland Canada's enormous business. Eventually the economies of both Maine and its Maritime neighbors diversified, stimulating even more cross-border trade. By 2002 Canada bought 40 percent of Maine's worldwide exports, worth \$773 million. In the same year the two-way merchandise trade between Maine and Canada was worth \$3.3 billion. Today Portland ranks 9th among U.S. ports in the amount of shipping it handles, much of it consisting of Venezuelan petroleum products transported by ship to Portland and then via pipeline to Montréal.

We have seen how geographical, historical, demographic, and economic

factors over the past 400 years have linked the destiny of Maine to its Canadian neighbors. Given the broad scope of this cross-border activity and the close physical proximity of the University of Maine and the University of New Brunswick to the international border, it seems probable that each school would eventually become an object of considerable interest to the other. Because of their initially different orientations, however, it took several decades for the two institutions to begin interacting.

## 2. The Evolution of Two Borderlands Universities

In 1868 the Maine State College of Agriculture and Mechanical Arts opened at Orono with one classroom building, two faculty members, two sets of farm buildings, and twelve male students. Four years later, women were admitted. As with the other land grant colleges established under the federal Morrill Act, its primary purpose was to “teach such branches of learning as are related to agriculture and mechanic arts in such a manner as the legislatures of the States may respectively prescribe in order to promote the liberal and practical education of the industrial classes....”<sup>6</sup> Students initially came to Orono “not so much for a completed course of study as to add one or two years to their school life.”<sup>7</sup> During the College’s first two decades, no more than 121 students attended classes in such subjects as physics, mental and moral science, chemistry, engineering, mathematics, military science, and agriculture. Despite the practical focus of the curriculum, the state’s leading private liberal arts colleges, sensing a potential rival, asked the legislature on three different occasions to eliminate Maine State College’s fledgling bachelor of arts degree program. Legislators defeated these efforts and instead raised the College to university status in 1897, affirming that its trustees and faculty, rather than the state’s legislators, would henceforth be responsible for a curriculum that would be “commensurate in breadth with the interests of the State.”<sup>8</sup> By so doing, they insured that a liberal arts focus—including, eventually, a comprehensive Canadian Studies curriculum—could be developed under the terms of the Morrill Act.

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<sup>6</sup> Arthur Hauck, “Maine’s University and the Land-Grant Tradition,” Newcomen Lecture (New York: The Newcomen Society in North America, 1954), p. 10.

<sup>7</sup> M.C. Fernald, *History of the Maine State College and the University of Maine* (Orono: University of Maine, 1916), p. 47.

<sup>8</sup> Hauck, *op. cit.*, p. 14.

By the First World War the University of Maine's fortunes had improved as a result of both higher state appropriations and new federal funding channeled through an agricultural experimental station established on the campus during the 1880s. A second federal Morrill act in 1890 brought even more funds to the school. Soon some of the faculty jointly appointed to the experimental station and to the College's forestry, agriculture, and technology programs became actively engaged in research and teaching on issues directly applicable to the well-being of the state's dominant resource-based industries. A forestry school was established at University of Maine in 1903 and a pulp and paper technology center added a decade later. In 1915 a Maine technology experiment station was set up on the campus to provide the state's businesses with research and testing services.

By comparison to University of Maine's pragmatic roots, those of the University of New Brunswick were remarkably different. An academy of liberal arts and sciences, originally set up shortly after the post-Revolutionary War migration of New England Loyalists to the Maritime provinces, was transformed in 1800 into the College of New Brunswick. Thirty years later this Anglican Church-dominated school, renamed King's College and sporting a royal charter, continued to offer the basic liberal arts curriculum deemed essential for the training of professional elites. In a province dominated by small farmers and tradesmen, King's College struggled to keep afloat. Although it was renamed the University of New Brunswick (UNB) in 1859 (perhaps to imply a broader mission), and religious tests were no longer imposed on students and faculty, it remained a target of public criticism for many years. Nevertheless, its opponents failed to cut off the University of New Brunswick's funding, perhaps because its core liberal arts curriculum had been gradually broadened by the addition of "practical" courses in technology and agriculture similar to those that had been set up at University of Maine as part of the latter's land-grant mission. A department of forestry, only the second in Canada, was initiated at University of New Brunswick in 1908. The provincial government slowly increased financial grants from \$8,800 in 1898 to \$25,000 in 1919, enabling the university to broaden its curriculum. At that point one of University of New Brunswick's most wealthy graduates, Max Aitken (later Lord Beaverbrook), began donating millions over a period of thirty years for new classroom buildings, libraries, scholarships, and sports facilities. By the early 1950s, the University of New Brunswick's structure included faculties of arts, science, engineering, forestry, and law, along with a

school of graduate studies. Were leaders of the University of Maine and the University of New Brunswick aware of the extent to which their institutions had become more alike? Perhaps the presence of University of Maine's president in Fredericton in 1900, invited by University of New Brunswick's leader to participate in the Canadian school's centennial celebration, implies that these two academic leaders had become aware of the convergence.

In summary, although the University of Maine and the University of New Brunswick had begun at opposite ends of the academic spectrum, one as a training school for farmers and mechanics and the other as a liberal arts-centered preparatory school for the professional classes, both had evolved by the post-World War I era into diversified public universities that offer a curricular blend of liberal, professional and "practical" arts and sciences courses. More than any other factor, this evolutionary trend had been driven by the enormous impact of the industrial revolution upon the similar staples-based economies of Maine and New Brunswick which had generated a huge demand for scientific and technical expertise. Thanks to the converging trajectories of the University of New Brunswick and the University of Maine, by 1900 researchers in technology, forestry and agronomy on both sides of the boundary were preparing to join forces to help resolve the common problems of this particular borderlands region's expanding economy.

### **3. Cross-Border Scientific Collaboration**

While it has been impossible to discover the exact date when cross-border interaction between the University of Maine and the University of New Brunswick faculty started, students may have led the way during the 1880's when their baseball teams began to play each other. By the early 20th century there is evidence to suggest that entomologists, pomologists, agronomists, veterinarians, and other scientists in Maine and New Brunswick had begun to coordinate their research into the origins of plant and animal diseases affecting their respective rural economies and to share their findings regarding the efficacy of various treatments. In some of these cases, college students were employed as labor to help faculty conduct experiments. The Maine Agricultural Experiment Station in particular accomplished notable work on potato diseases, and by the 1920s and 1930s scientists in Maine and New Brunswick were working together on such problems as a potato blight transmitted by aphids and a budworm infestation of valuable spruce timber stands on both sides of the border.



At a conference on Canadian-American affairs held at the University of Maine in 1938, Maine Governor Lewis O. Barrows offered an excellent example of the accelerating cross-border scientific cooperation stemming from a fight to control the spruce saw fly.

Now in Canada they have given a great deal of time and experiment to the propagation of an insect parasite intended to eliminate the saw fly. In Maine we have a very substantial invasion of the spruce saw fly, and it has very seriously affected one of our chief products here, the spruce wood which goes largely into the manufacture of pulp; so much so that timberland owners in Maine have become very much alarmed over the possibilities... And we here in Maine, I am glad to say, have this year adopted a program, on a far less pretentious scale than that of Canada, to be sure, but one which has the benefit of the Canadian years of research and expenditure of the money in the development of the parasite to overcome the spruce saw fly menace which is invading Maine, New Hampshire, and northern New York....<sup>9</sup>

A year later, Henry M. Tory, distinguished President of the Royal Society of Canada, suggested that the by then long-standing cross-border scientific cooperation taking place between the New England states and Maritime Provinces had become continental in scope. "In western Canada during my residence there," he said, "we seldom thought of attacking a problem without first getting in touch with the universities of the western states." He cited that region's wheat rust problem as an example.<sup>10</sup> Nearly fifty years later, a University of Maine campus-wide faculty survey revealed the extraordinary scale of cross-border research and exchange between University of Maine professors and Canadian faculty in science, agriculture, forestry, and engineering at McGill University (Montréal), the University of Québec at Montréal, Université Laval (Québec City), Dalhousie University (Halifax), and the University of New Brunswick at Fredericton. The sampling from this survey presented in Appendix I conveys both the breadth and depth of the University of Maine faculty's contemporary involvement in cross-border teaching and scientific research.

Additional evidence regarding the linkage between this cooperative scien-

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<sup>9</sup> R.L. Murrow, ed., *Conference on Educational Problems in Canadian-American Relations* (Orono: University of Maine Press, 1938), pp. 214-215.

<sup>10</sup> A.B. Corey, R. G. Trotter, W.W. McLaren, eds., *Conference on Canadian-American Affairs*, June 19-22, 1939 (New York: Ginn and Company, 1939), p. 169.

tific activity and the subsequent evolution of a comprehensive Canadian Studies Program at the University of Maine is worth mentioning. In 1984 Professor Alice Stewart, one of the architects of Orono's Canadian Studies Program during the post-World War II era, pointed to "a great many cross-border exchanges in things like forestry and blueberries" which had helped to promote the introduction of Canadian Studies courses at Orono. Hence the study of Canada, she concluded, "was a natural kind of thing for this university."<sup>11</sup> Reinforcing this notion was University of Maine President Hauck's selection of George Dow, director of the Agricultural Experiment Station, to serve on the initial campus-wide committee commissioned in 1950 to develop a Canadian Studies Program on the Orono campus. The choice of Dow probably reflected the fact that agricultural and forestry scientists at the University of Maine had taken the lead in forging extensive scholarly contacts with their counterparts in adjacent parts of Canada.

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Did geography forge Maine's destiny? A glance at the map of the northeastern borderlands (*figure 1*) suggests why the state has been so significantly influenced by the Canadian connection. From the age of exploration to the American Revolution, the history of Maine was shaped by clashing French and English imperial ambitions and struggles between colonists in New England, Québec, and Acadia as well as between Maine's European settlers and resident Native Americans. These tensions gradually declined following the War of 1812, and throughout the remainder of the 19th century the various Canadian-American boundary issues were resolved peacefully. The fact that Canada and the United States became staunch allies during the great wars of the 20th century—World War I, World War II, and the Cold War—accelerated a peaceful resolution of the small number of issues emerging during this period, most of them regarding the control of natural resources along the Maine-Canada boundary. Such cross-border amity fostered the migration of peoples, especially from French Canada to Maine textile mills, pulp and paper mills, and shoe factories. In at least two cases it provoked the development of integrated borderlands communities along the St. John and St. Croix Rivers. Coincident with these cross-border demographic trends, scientists at the University of Maine in Orono began collab-

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<sup>11</sup> "Telling Canada's Story," *Saint John Telegram*, May 3, 1984.

orating with their counterparts at the University of New Brunswick, and later with other nearby Canadian universities, to remedy the diseases affecting agriculture, forests, and fishery in the northeastern borderlands region. Their efforts helped open the door to broader studies of Canadian-American relations at the University of Maine during the remainder of the 20th century.

CHAPTER 2

## Foundations for Canadian Studies 1920 – 1951

DURING THIS PERIOD several factors raised the importance of Canada in the eyes of its American neighbors, none more so than those many Maine residents with deep cross-border connections. First of all, both World Wars accelerated economic and political ties between these two wartime allies fighting to defend their “mother countries” (Great Britain and France) from German aggression. Secondly, as a result of the first of these global struggles, Canada emerged as a sovereign nation with full control over its relationships with the United States. Thirdly, expanding opportunities during this period for talented Canadians to engage in graduate study at American universities and then obtain employment on this side of the border prompted several budding scholars to introduce courses and/or assign readings in Canadian-American history and relations. Lastly, some from this group concluded that the relatively pacific resolution of disputes between the two North American nations during the previous century offered lessons for the rest of the world on ways to avoid armed conflict. Among these academics were two of particular significance for Canadian Studies at the University of Maine— Professor James T. Shotwell of Columbia University, and Dr. Arthur A. Hauck, his student, who championed the study of Canada in Maine while president of the University from 1934 to 1958.

### A. CHANGING U.S. - CANADA RELATIONS DURING THE FIRST WORLD WAR

Along with the new focus on insects and other pests threatening the borderlands economy, World War I also stimulated greater cross-border awareness. For example, when Canada automatically became a combatant after Britain’s declaration of war in 1914, the undefended U.S.-Canada border instantly acquired global

implications. Until the United States entered the war on the side of Britain during the spring of 1917, resident aliens in Maine who were citizens of the Central Powers could be (and at least two were) arrested and interned for the duration of the conflict after they had been caught crossing into Canada. Although some Maine residents with Anglo-Saxon backgrounds may have sympathized with Britain's battle against Germans, numerous French-Canadians domiciled in Maine's "little Canadas" probably shared their Québec relatives' historical reluctance to support any "English" cause. In short, wartime conditions heightened awareness of the "other" among residents of this borderlands region.

The war enlarged the market for northeastern borderlands resources while simultaneously expanding investment opportunities and causing sporadic labor shortages. Between 1914 and 1918, for instance, the dollar value of Canadian exports to the U.S. nearly tripled. Over the same period U.S. exports to Canada rose from 64% to 82% of all the Dominion's imports in dollar value. Ranked by their value in Canadian dollars, the most important products shipped by Canada to America in 1920 were paper, lumber, cattle, wood pulp, fish, furs, and wheat. Of these items, only cattle and fur could be considered minor items in the northeastern borderlands' cross-border trade at that time. During this same period, Portland longshoremen handled thousands of bushels of western Canadian wheat stored in huge grain elevators on the city's waterfront and destined for shipment to overseas destinations. In short, the war greatly accentuated cross-border economic activity.

As wartime conditions dissolved, the distinctly regional character of the cross-border economy and demography of northern New England, Québec, and the adjacent Maritime Provinces persisted over the next two decades. Still competing with Saint John and Halifax to serve as Montréal's prime winter port, Portland retained a portion of Canadian exports to Europe until the the Great Depression provoked deteriorating wharfage and heightened competition, thereby greatly reduced its share. New England fishermen continued to sail alongside their Canadian counterparts to the Grand Banks to fish for cod, and to stop along the way to buy their bait in Canadian ports. During the post-World War I era Americans residing in border states began to notice Canada's rapid transformation from a colony in the British Empire to a self-governing nation. One of the more significant events to attract attention of American newspaper readers living along the Canadian border during an era of rapidly expanding cross-border ties was the widely publicized appointment in 1927 of a prominent

Canadian, Vincent Massey, to replace the British ambassador as the chief representative of Canada in Washington. Four years later, via Britain's Statute of Westminster, Canada gained the potential to become even more independent within a newly formed British Commonwealth of Nations. As a consequence of this process, many New Englanders began viewing their English-speaking neighbors as fellow North Americans rather than as "foreigners."

## B. THE GROWTH OF AMERICAN ACADEMIC INTEREST IN CANADA

Before 1900 New England readers by no means had been totally unaware of their Canadian neighbors. Such 19th century American literary figures as Francis Parkman, Justin Winsor, and Henry Wadsworth Longfellow had written popular books on cross-border historical themes. Rich collections of Canadiana were housed at the Library of Congress and in Harvard, Columbia, New York City, and Boston repositories. After the first World War these materials provided the foundation for a new academic interest in Canada emerging south of the border. Much of it was fueled by a wave of young Canadians pursuing graduate studies at American universities. Although graduate training in the humanities was readily available to Canadians studying at U.S. universities, until the mid-20th century it remained virtually non-existent in their homeland. Furthermore, much of the "very substantial" financial aid being offered by American schools was also available to talented applicants from Canada. Harvard, Yale, Princeton, Columbia, Cornell, Chicago, and a score of others distributed these funds strictly according to merit and "without regard to international boundary lines."<sup>1</sup> According to one estimate, about 4,000 Canadians a year, of whom a substantial number were graduate students, crossed the border during the 1920s and 1930s to pursue advanced studies at American universities. Roughly half that number of young Americans traveled north to study, the vast majority of them undergraduates.

During the 1920s the University of Maine joined pioneering American institutions like Harvard and Yale in offering financial aid to Canadians. Its trustees voted in 1925 to provide three in-state, full-tuition scholarships annually

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<sup>1</sup> W.E. McNeill, in A.B. Corey et al., editors, *Conference on Canadian-American Relations*, (New York: Ginn and Company, 1939), pp. 155-6.

to students from the Maritime Provinces. More than a decade later, Milton Ellis, a member of the University of Maine English faculty, recalled the circumstances behind this decision and his own role in it. During the early 1920s he had wanted to invite a Canadian literature professor to lecture in his classes. When he had proposed an exchange with the University of New Brunswick, he was told that it was not financially possible. Ellis then suggested to the Maine dean of the graduate faculty that “graduate scholarships in each of the chief divisions— arts & sciences, agriculture & technology — be established for graduates of the colleges and universities of the Maritime Provinces, ” and the trustees had agreed. “We were slow in getting [student] interest aroused,” Ellis said. “Last year [1937], I think, for the first time the entire quota of three or possibly four was filled — we have subsequently added one in the School of Education.”<sup>2</sup> By the 1960s an estimated 30 Canadians had taken advantage of the University of Maine’s program.

Upon their graduation many of the Canadian-born doctoral students studying in the United States at this time received appointments to American faculties. Among those trained in history, some were equipped to teach Canadian history to their predominantly American students. During the 1920s one of them, Canadian-born Professor Reginald Trotter, trained at Harvard and Yale, counted a score of courses in Canadian history listed in the catalogues of U.S. institutions. In 1928 Carl Wittke of Ohio State published the first Canadian history textbook tailored to a predominantly American student audience. During the 1930s Canadian-born scholars such as A.L. Burt at the University of Minnesota, John Bartlet Brebner and James T. Shotwell at Columbia, Reginald Trotter at Stanford, and A.B. Corey at St. Lawrence University published important monographs in Canadian history. In addition, some of these professors also supervised doctoral students working in Canadian history. The 30 doctoral theses in Canadian history completed at American universities during this period exceeded the entire output on this subject during the preceding fifty-eight years. Two graduate centers, Columbia (under Brebner) and Minnesota (under Burt), stood out in the number of scholars who had been trained in Canadian history. As a result of this migration, more than 600 Canadian-born academics, most of whom had initially crossed the border to earn their doctorates in the U.S., were teaching at American universities by the 1930s. More and more frequently, these Canadian and American academics, along with their counterparts in other

<sup>2</sup> Milton Ellis, in R.L. Morrow, ed., *Conference on Canadian-American Relations*, (Orono: University of Maine Press, 1938), p. 111.

professions, also began to rub shoulders at their respective professional meetings.

Over the years several Canadian-born, American-trained faculty have taught at the University of Maine. Two in this group of Canadians who had come to the United States to pursue academic careers exerted an especially important impact on the establishment of Canadian Studies in Orono. The first was Albert Henry Imlah, whose parents had relocated from Fergus, Ontario, to New Westminster, British Columbia, in the 1880s (*figure 2*). Born there in 1901, Imlah received his baccalaureate degree in arts in 1922 from the University of British Columbia. Like many other bright young Canadians of that era, he crossed the border to pursue advanced study. Imlah earned a history degree at Clark University in Worcester, MA, which at that time offered an annual scholarship to a British Columbia resident. After completing his master's degree in 1923, he was hired to teach history at the University of Maine. His daughter recalls an amusing story he told in later years about his first classes at Orono. Almost overwhelmed by the need to prepare dozens of lectures from scratch, Imlah confessed that he had been reduced to taking pages from history books and glueing them to blank sheets of paper from which he lectured, hoping they would pass for his own notes. Though Imlah taught at Orono for just three years (1923-1926), his brief stay was disproportionately significant for two reasons. First, he met and married a University of Maine biology teacher and graduate of Mount Holyoke, Helen Woodbridge, who had earned a master's degree from Washington University in St. Louis before joining the Orono faculty. Secondly, and more significant for our story, during the spring of 1926 Imlah taught the first course in Canadian history to be offered at Maine. As we shall see, over the next eight decades the seeds Professor Imlah planted in the Maine curriculum would germinate into a substantial Canadian Studies program.

After teaching his pioneering Canadian history course, Imlah left Orono in 1926 with his bride to begin doctoral studies at Harvard. A year later, he accepted a teaching position at Tufts University in Medford, MA. After he had received his Ph.D. from Harvard in 1931, he continued to teach at Tufts, serving from 1944 until his retirement in 1970 as Professor of Diplomatic History in Tufts' renowned Fletcher School of Law and Diplomacy, and from 1956 to 1965 as chair of the History Department. During 1937 and 1938 he returned to Vancouver to teach in the summer session at his *alma mater*. Later he was invited to lecture at Harvard, once in its History Department and twice in its Economics Department. Both Imlah's books, *Lord Ellenborough; a Biography of Edward Law*,





Figure 2: Professor Albert H. Imlah, Orono's first Canadian history teacher, standing alongside the Stillwater River ca. 1926. A native of Vancouver, Imlah came to the U.S. on a fellowship to earn a master's degree at Clark University. After a brief stint teaching at Orono, he taught for many years at Tufts University.

Photograph courtesy of Ann Imlah Schneider.

*Earl of Ellenborough, Governor-General of India* (1939) and *Economic Elements in the Pax Britannia* (1958), were published by Harvard University Press. During his 80th year Tufts awarded him an honorary D. Litt. degree for his contributions to the university. Meanwhile, over the next two decades his course in Canadian history at the University of Maine continued to be offered intermittently during regular or summer sessions until Alice Stewart, a Canadianist by training, joined the Maine history faculty in 1947 and made it a permanent feature of the curriculum.

The second scholar during the inter-war era to influence Canadian Studies at Maine was James T. Shotwell. While a professor at Columbia University during the 1920s he had molded the world outlook of Arthur A. Hauck, a graduate student who later became president of the University of Maine and served in that capacity for nearly a quarter-century. In order to grasp Hauck's intense desire to promote Canadian Studies at Maine, it is imperative to understand the character, interests, and activities of his mentor.

### C. CANADIAN-AMERICAN RELATIONS AND THE SEARCH FOR PEACE

Born in Strathroy, Ontario in 1874, Shotwell proved early on to be an outstanding student. After graduating from the University of Toronto with an A.B. in history, he decided to pursue an advanced degree even though his family was unable to finance study abroad. "Since there were no postgraduate courses in history in any Canadian university," Shotwell later explained, "I decided to try for a fellowship in one of the American universities."<sup>3</sup> Upon arriving in New York City at the turn of the century he learned that James Harvey Robinson, one of Columbia's most distinguished historians, had already recommended him for a scholarship after reading a paper the young Canadian had submitted with his application. After he had completed his doctorate at Columbia, Shotwell was invited by his mentor, Professor Robinson, and by Charles A. Beard, an equally renowned colleague, to join the faculty. A convert to Robinson's call for a "new history" that would apply lessons from the past to societal problems in a scholar's own times, Shotwell labored to put his historical studies at the service of some of

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<sup>3</sup> James T. Shotwell, *The Autobiography of James T. Shotwell* (New York: Bobbs-Merrill, 1961) pp. 39-40.

the more pressing international problems of the day: "If we are... to understand the trend of policy today, we must look behind it to the precedents which history supplies fully as much as to the impact of current events."<sup>4</sup>

When the United States entered World War I in 1917, Shotwell joined a group of academics recruited by the Wilson Administration to help sell the government's wartime goals to the American people. After the war he attended the Versailles Conference as a member of the U.S. delegation to negotiate a peace treaty, and he also helped to set up the International Labor Organization. Arguing that the conscientious scholar "must think in terms of constructive statesmanship," he looked forward to planning the new world order that was expected to follow the First World War. The failure of the United States Senate to ratify American participation in the League of Nations dealt a sharp blow to Shotwell's vision, and in retrospect perhaps it is not surprising that this son of a Quaker teacher would devote the remainder of his life to the pursuit of world peace.

While holding the James Bryce Chair in History at Columbia, Shotwell received an invitation in 1917 to become director of the Division of Economics and History at the Carnegie Endowment for International Peace. During the 1920s these funds enabled him to supervise a vast multi-volume study of the economic and social consequences of the First World War. At the same time he worked behind the scenes in negotiations leading to the Kellogg-Briand Pact, a controversial treaty signed by the United States that was designed "to outlaw war as an instrument of international policy." As war clouds gathered despite the Pact to threaten Europe and Asia during the 1930s, Shotwell concluded that peace-loving peoples all over the world might profit from studying the relatively pacific history of Canada and the United States. Carefully avoiding a "myth of the undefended frontier" that was often celebrated in those days by after-dinner speakers blissfully ignorant of the many fortifications strewn along the Canadian-American border, he argued that, by and large, Americans and Canadians had been willing to talk about their differences and, as a result, more often than not had arrived at peaceful settlements.

Shotwell wasn't alone among his generation of scholars in believing that the study of Canadian-American relations had global relevance for their times. Between 1929 and 1934, Walter McLaren, a Canadian-born economics profes-

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<sup>4</sup> Shotwell, *The Heritage of Freedom: the United States and Canada in the Community of Nations*. (New York: Scribner's, 1934), p. 5.

sor at Williams College, regularly invited Percy Corbett of the Faculty of Law at McGill University in Montréal to deliver lectures and moderate discussions on U.S.-Canada relations at the prominent Massachusetts college. "We had round tables and open conferences," he later explained, "and we tried to cover the main fields in Canadian-American relations... first, as the field of diplomacy, and second, international law., then economic relations, including technical relations between common services maintained by unofficial arrangements between the two countries, such as those between railways... or aviation agreements. Then, of course, there are cultural relations." McLaren observed that there were "very few specific courses upon Canadian-American relations [as opposed to Canadian history], but in practically every field of modern study, in Canada certainly, the relations with the States loom very large and come in for a great deal of attention."<sup>5</sup>

In 1934 Columbia's James Shotwell was invited to join the discussions at Williams College. According to Percy Corbett, it was here that Shotwell began talking about "the possibilities of a widespread and carefully organized inquiry into the whole field of Canadian-American relations."<sup>6</sup> A few months later Shotwell developed this theme at length in three lectures delivered before an audience of notables at the University of Toronto and published later as *The Heritage of Freedom: The United States and Canada in the Community of Nations*. After chronicling the many ways in which the two nations had shared a common North American historical experience, Shotwell discussed the significance of Canadian-American relations for the world at large. "In the intimacy of their contacts rather than in the 'unfortified frontier,'" he wrote,

Canada and the United States have something more than theory or admonition to offer the world. They offer the spectacle of pacific relations working so well as to call for a minimum of formal organization. That minimum exists in the International Joint Commission ... What is needed is not more machinery for the settlement of disputes between the two countries, but more understanding of those differences, relatively slight as compared with the world outside America, which still mark the two nationalities from each other. This is a task for education, for the judicial temper of the scholar and the social

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<sup>5</sup> Quoted in R.L. Morrow, ed., *Conference on Educational Problems in Canadian-American Relations* (Orono: Univ. of Maine Press, 1938), pp. 108-9.

<sup>6</sup> *Ibid.*

scientist, for the historian correcting the perspectives on the past, for the economist measuring the movement of investments, for the sociologist registering attitudes both sides of the border.<sup>7</sup>

A year later Shotwell's section of the Carnegie Endowment for World Peace commissioned a series of academic studies in Canadian-American relations called *The Relations of Canada and the United States*. During the ensuing decade 27 volumes were published in this series by Yale University Press. "The moment was propitious," Shotwell recalled later. "I had just finished a long survey of researches into the nature of the World War, which comprised a good many volumes.... I was of the opinion at that time, and I had already conveyed the opinion to the [Carnegie] trustees, that it would be well to turn from war to peace, from the ultimate war, the world war, to the ultimate structure of peace, that between Canada and the United States."<sup>8</sup> From the beginning, Shotwell's guiding impulse was to explore the circumstances which had led to peaceful settlements of the myriad issues arising in US-British/American and Canadian relations since the American Revolution. He also wanted to encourage scholars to apply the methods of the social sciences (economics, political science, sociology, and demography) to their analyses of the Canadian-American relationship.

From our vantage point seven decades later, what distinguishes the series from its predecessors in academia was not only the focus on Canadian-American relations but also the fact that it strove quite successfully to integrate social science findings with more traditional historical research. Some of those volumes, such as Donald Creighton's *The Commercial Empire of the St. Lawrence, 1760-1830* (1937), Harold Innis's *The Cod Fisheries: The History of an International Economy* (1940), and John Bartlet Brebner's *North Atlantic Triangle: The Interplay of Canada, the United States, and Great Britain* (1946), introduced brilliant new interpretations sustained by exhaustive research to bear on Canadian-American history, and they are now regarded as classics in North American cross-border studies. Others, usually detailed examinations of more narrowly defined episodes in the history of Canadian-American relations such as A.B. Corey's *The Crisis of 1830-1842 in Canadian-American Relations* (1941), and A.L. Burt's *The United States, Great Britain, and British North America from*

<sup>7</sup> Shotwell, *The Heritage of Freedom*, pp. 128-29.

<sup>8</sup> R.G. Trotter, A.B. Corey, editors, *Conference on Canadian-American Affairs, 1941* (New York: Ginn and Company, 1941), p. 5.

*the Revolution to the Establishment of Peace after the War of 1812* (1940), offered persuasive interpretations of these events without extrapolating bold new and readily transferable lessons from the relationship. Somewhat more valuable for students of Canadian-American relations were those tomes analyzing social science data on the interrelationship of North American railways, or the demographic *Mingling of the Canadian and American Peoples*, to borrow Marcus Hansen's title, or the statistical compilations of *The American-Born in Canada* (1943) by Robert H. Coats and a companion volume, *The Canadian Born in the United States* (1943), by Leon E. Truesdell. From a present-day perspective it seems clear that the series failed to extract specific "lessons" from the Canadian-American relationship that could be transferred to other nations, in other places, and at other times, in order to stave off armed struggles. Still, it's hard to fault Shotwell for dedicating his life and the copious funds at his disposal to the never-ending search for world peace.

*The Relations of Canada and the United States* series was already underway when Albert B. Corey, a native of the Maritime Provinces then teaching history at upstate New York's St. Lawrence University, suggested to Shotwell that a series of conferences might be organized "to take stock" of the cross-border relationship as the research progressed. "It would perhaps be good for the spirit, if not for the mental outlook of each contributor," Shotwell admitted, "to be chastened while he was at work by the criticisms of those who would be vocal in conferences of this kind."<sup>9</sup>

Between 1935 and 1941 Shotwell helped orchestrate and finance no less than five conferences on Canadian-American affairs, two held at St. Lawrence University in 1935 and 1939, two at Queen's University (on the other side of the St. Lawrence river in Kingston, Ontario) in 1937 and 1941, and one at the University of Maine in 1938. In his opening address to the conference in Orono, Shotwell explained the purpose to a gathering of businessmen, academics, and public servants from both sides of the Canadian-American boundary.

I am inclined to think that the very breakdown of collective security as envisaged in the Covenant of the League [of Nations] is but an added reason for our turning to a more detailed study than has yet been made of Canadian-American relations... The history of Canada and the United States points the way in my opinion— a way, at least— for

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<sup>9</sup> *Ibid.*, p. 6.

the revitalizing of that greatest single experiment in the history of peace, the League of Nations.<sup>10</sup>

In short, Shotwell was arguing that the study of Canadian-American relations might hold the key to world peace in that era. One of the active participants at some of these conferences was Shotwell's friend and former student, the president of the University of Maine.

#### D. ARTHUR HAUCK AND CANADIAN STUDIES IN MAINE

On the eve of the first of Shotwell's Canadian-American conferences in 1934, trustees of the University of Maine selected Arthur A. Hauck to serve as president (*figure 3*). Over the next quarter-century Hauck, perhaps best described as a professional educator and administrator rather than an academic researcher, would play a central role in promoting the study of Canadian-American relations on and off the Maine campus. Born in a Minnesota town not all that far from the Canadian-American border, Hauck had graduated from Reed College in Portland, Oregon. As a young man he had worked as a teacher and principal in elementary and secondary schools in Idaho and Ohio. During the First World War he had served as a non-commissioned officer. After the war he became a member of the faculty and assistant dean at Antioch College, and then president of a school in Hawaii for six years before undertaking graduate work at Columbia University. Upon the completion of his doctoral studies Hauck served as assistant to the president of Vassar for two years and then dean of Lafayette College for three years before his elevation to the presidency of Maine.

During his graduate studies at Columbia, Hauck became acquainted with Shotwell while researching and writing his doctoral thesis, titled *Some Educational Factors Affecting the Relationships Between Canada and the United States*. It was published in 1932 while Hauck worked at Lafayette. In the thesis Hauck surveyed the attitudes of students in both nations toward their neighbor. In the opinion of Wilfrid Bovey, a McGill administrator, Hauck's book gave "one of the most complete pictures possible of the kind of ignorance of Canada in the United States and the kind of ignorance of the United States in Canada with which we have to deal."<sup>11</sup> It is understandable, then, why the new president of

<sup>10</sup> Quoted in R.L. Morrow, ed., *op. cit.*, p. 4, pp. 8-9.

<sup>11</sup> *Ibid.*, p. 181.

the University of Maine would participate in several of the conferences on Canadian-American affairs orchestrated by Shotwell.

Following a presentation on educational problems common to the two nations at the first gathering on the campus of St. Lawrence University in Canton, New York, in June of 1935, Hauck helped lead the discussion. Given his future contributions to the development of Canadian Studies at Maine, it seems appropriate to quote his remarks here at length:

I believe that schools in Canada and the United States have neglected a great opportunity of bringing about [greater] understanding. [We] have overlooked a "potent factor" in creating understanding by not including sufficient and proper material about Canada in the courses and books used in American elementary and secondary schools, and similarly, but to a lesser degree, material about the United States in Canadian education. This statement is based on a study [referring to Hauck's doctoral thesis] that was prompted by a desire to find out what students in the United States knew about Canada and what their attitude was toward Canada, and what Canadians knew about the United States and how they felt about Americans. A test of information was given with the cooperation of school principals in representative sections of both countries.

The ignorance shown by the American students was appalling. For example, only one in five knew that Ottawa was the capital of the Dominion. Even more disappointing was the fact that 33 per cent of the Americans taking the test said that Canada was "a possession of Great Britain," "ruled by Great Britain," or "owned by the British." The following remarks [italics added] are typical of hundreds found in compositions which were written to supplement the test.

*Canada should have its independence from Great Britain. She has enough population to protect herself. She has large exports and can import what she needs from us. Let her have her independence.*

*The government is not very liberal, nor have the British subjects the right of free speech, freedom of press, nor religious freedom.*

*Canada is no country. It is just a province of England. England should give her more freedom.*

*We should purchase Canada from England.*

One of the questions concerned the Rush-Bagot Agreement [signed in 1817 by the U.S. and Great Britain to disarm the Great Lakes]. Only 3% of these high school seniors in the United States





Figure 3: Dr. Arthur A. Hauck, President of the University of Maine, focused on the teaching of Canadian-American relations in his graduate studies at Columbia University, retained a life-long interest in the subject, and promoted the study of Canada in Maine and New England for almost a quarter-century.

Photograph courtesy of Special Collections, Fogler Library, University of Maine.

knew that there was such an agreement. Not a single American student and very few Canadians had ever heard of the International Joint Commission. I asked for names of five contemporary citizens of prominence. Few of the 1,200 American students responded with Canadian names. Mackenzie King [then Prime Minister of Canada] was mentioned by 77, and Eddie Shore, the hockey player, was listed by about the same number.

The Canadians showed greater familiarity with prominent Americans. They named the president, and many of our great industrialists, although names like Babe Ruth, Al Capone, and Jack Dempsey received frequent mention. American students asked to name five great characters in Canadian history, almost without exception listed only those belonging to the period of discovery and exploration.<sup>12</sup>

Hauck did not think that the solution required radical changes in courses of study or in textbooks. Rather, he believed that Canadian affairs would receive sufficient attention if American histories “treat the historical development of North America as an entity.” He called for a chapter on Canadian-American relations similar to those included in most Canadian texts. Other courses could “give an adequate description of Canada’s government, and do justice to the importance of Canada from the standpoint of trade relations, economic interdependence, and the cooperative development of North American resources. The best way to get an understanding between Canadians and Americans which “goes a long way in clearing up difficulties” is by spreading knowledge sufficient for an appreciation on the part of citizens of each country of the other’s problems and ideals. The school is the agency that we must depend upon for giving this accurate and adequate knowledge.”<sup>13</sup>

Shortly after he became president of the University of Maine, Hauck endorsed Shotwell’s proposal for the scholarly, multi-volume examination of cross-border issues which subsequently appeared as *The Relations of Canada and the United States*. “I am very much interested in... the study of Canadian-United States relationship,” Hauck wrote. “There is a considerable interest in the subject here in the State [of Maine],” he told an official at the Carnegie Endowment. [I]f there is any way in which the University of Maine can cooperate I hope that you

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<sup>12</sup> W.W. McLaren, A.B. Corey, R.G. Trotter, eds., *Conference on Canadian-American Relations, 1935*, (Boston: Ginn and Company, 1936), pp. 272-3.

<sup>13</sup> *Ibid.*, p. 274.

will call on us,” adding that his school would be interested in offering its facilities for a future conference on this topic.<sup>14</sup>

Three years later Hauck was given an opportunity to play a significant part in Shotwell's grand scheme for the study of Canadian-American affairs. On June 21-23, 1938, the third conference in this series was held on the University of Maine campus in Orono. While the first two Carnegie Foundation-funded conferences in 1935 and 1937 had concentrated primarily upon Depression era social and economic problems facing the two nations, this one focused upon the central theme of Hauck's doctoral thesis — educational issues. The success of the first two conferences, Hauck explained to the 70 delegates gathered at this one, “in stimulating interest in Canadian-American relations and in contributing toward a better understanding of common problems suggested the desirability of enlisting the support of educators in strengthening the bonds of friendship which exist between the two countries.”<sup>15</sup> After a reception for the delegates hosted by Hauck and his wife at their campus home, the group convened under the gavel of Edward D. Chase, an industrialist serving as presiding officer of the University of Maine trustees.

In the opening address, titled “The International Significance of the Canadian-American Peace Tradition,” Dr. Shotwell set the tone for this conference. Few nations, he began, alluding to the North American continent's Atlantic and Pacific boundaries, were so well provided with as much “natural security” as the United States and Canada. In consequence they could be less concerned with security issues and give more attention to promoting prosperity and developing “the arts of peace.” Referring to the Fenian Raids on Canada after the Civil War and the tensions between the U.S. and Canada generated at the end of the 19th century by the Venezuelan boundary case, he denounced the notion of an “undefended frontier” between the two North American nations as “wholly mythical.” Instead, the real significance of the two nations' peaceful tradition “is not that it has been maintained by idealists whose dream of an international neighborhood has not been tested. On the contrary, its significance lies in the fact that it has endured in spite of grievances unredressed, of threats and policies filled with menace and of almost constant economic strain.” Canadians and Americans, he concluded, had learned how to translate grievances into

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<sup>14</sup> Letter from Hauck to F.R. Keppel, Carnegie Corporation, 4 January 1935 (Fogler Library)

<sup>15</sup> Quoted in R.L. Morrow, ed., *op. cit.*, p. v.

compromises, a principle that he hoped “would ultimately triumph throughout the whole world.”<sup>16</sup>

Over the next two days, the conference participants focused less on policy-oriented prescriptions than on the relative absence of accurate knowledge about each society among the other’s citizenry, and what ought to be done to correct it. Some blamed the problem on inaccurate or biased texts. President Hauck, citing his own analysis of 57 textbooks treating the Rush-Bagot Agreement, found that “few American texts pay adequate attention to it, and that practically none mention the International Joint Commission [created in 1906 to regulate U.S.-Canadian boundary waters]. Important events are omitted. I found in my study of what Americans know about Canadian history and what Canadians know about American history that there is good will but very little real understanding or knowledge.”<sup>17</sup> One delegate recommended teaching students that the founders of Canada and the United States had come from the same European cultures. Others proposed including cross-border student exchanges, a traveling scholars program, and cross-border study groups to address this problem. Still others recommended changes in the training of teachers, or greater sharing of ideas regarding educational policies, or the establishment of a joint summer school in Ottawa for Americans who wanted to study Canada. Not surprisingly, more conferees complained about the ignorance of things Canadian south of the 49th parallel than about Canadian students’ lack of knowledge about the United States.

Were American students at all interested in learning about Canada? One way to find out was to set up opportunities for cross-border student exchanges. This subject had come up at the University of Maine in 1936 during a visit by the president of Dalhousie University, who had raised the possibility of undergraduate student exchanges, suggesting “an arrangement, perhaps, at Maine or Bowdoin, allowing a student from one of the Maritime Provinces to come for a year’s study with his tuition charge and college fee canceled.” President Stanley was also interested in a cross-border exchange of professorships.<sup>18</sup> To Milton Ellis, the Maine English professor who had informed the delegates of Stanley’s initiative, the situation looked promising. “One of the most fortunate things that has

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<sup>16</sup> Quoted in R.L. Morrow, ed., *op. cit.*, p. 8.

<sup>17</sup> *Ibid.*, p. 40.

<sup>18</sup> *Ibid.*, pp. 111-112.

happened at the University in this connection has been the coming of President Hauck, with his active interest in Canadian-American relations," Ellis remarked. "He, fortunately, does not dream about things, as we do, but gets them accomplished, and this conference is the best of the fruits so far of that interest."<sup>19</sup>

Both Hauck and Shotwell spoke at the Orono Conference's concluding session. The Maine president recommended cross-border faculty and student exchanges during summer sessions.<sup>20</sup> As for himself, Shotwell noted, "the more I came in touch with the ignorance in the United States concerning Canada, the more I felt there was something to be done in the betterment of understanding between the two peoples."<sup>21</sup> Pleased with the tone of the conference's discussions, Shotwell declared that he had "never had an opportunity to work under more favorable circumstances or with more splendid cooperation than I have got from the University of Maine [and] President Hauck."<sup>22</sup>

In succeeding years, Hauck took every opportunity to speak out on his favorite subject. Buoyed by the success of his endeavors at the Carnegie-sponsored meetings, he presided over a session on Canadian-American relations at Orono sponsored later in the summer of 1938 by the Maine Institute of World Affairs. In 1940 he participated in a round table conference on the same theme organized in Boston by the World Peace Foundation (WPF), with President James P. Baxter of Williams College presiding. The agenda included discussions of the recently signed Ogdensburg Agreement [creating a permanent Canadian-American Board to orchestrate the defense of North America], economic factors in Canadian-American relations both under wartime conditions and in the post-war period, and the "political outlook and possibilities." About eighteen people participated. Afterward, Hauck reminded the WPF director that he was "greatly interested in promoting better understanding between Canada and the United States" and was "glad that there seems to be a growing interest in the subject."<sup>23</sup> During the summer of 1941 Hauck hosted a similar session at Orono, also sponsored by the Carnegie Endowment, consisting of the presidents of the colleges and universities in the Maritime Provinces.

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<sup>19</sup> *Ibid.*, p. 112.

<sup>20</sup> *Ibid.*, p. 201.

<sup>21</sup> *Ibid.*, p. 203.

<sup>22</sup> *Ibid.*

<sup>23</sup> Letter from Hauck to Shepard Jones, 21 December 1940 (Fogler Library)

By America's entry into World War II, Hauck was widely known in Canada as well as in New England for his deep interest in and knowledge about Canadian-American affairs. Consequently, the president of the University of New Brunswick, Norman A. M. MacKenzie, invited him to come to Fredericton in 1943 to receive an honorary Doctor of Laws degree. The two had met at an American Historical Association session in Toronto in 1932. Eight years later Hauck had sent him a copy of his thesis, telling MacKenzie how delighted he was "to find that we are neighbors. I know from Bart Brebner [the Canadian-born historian at Columbia] and others that you, like myself, are interested in the subject of Canadian and American relations and I would hope that in time we might be able to do something in that field"<sup>24</sup> MacKenzie, a specialist in international law, had contributed a volume to Shotwell's *The Relations of Canada and the United States* series. Thereafter, wartime demands combined with lean university budgets to stall efforts by Hauck to promote greater Canadian-American amity, which in any case was already being solidified by the two nations' shared military struggle against the Axis Powers. In 1946, though, he managed to persuade one of the University of Toronto's well-known historians, Frank Underhill, to teach a summer session course in Canadian history at Maine.

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Why Canadian Studies at the University of Maine? This chapter demonstrates that it was not just because of geographical ties but also due to crucial historical and human factors as well. Although Canada and the United States had been rivals during the late 18th and early 19th centuries, armed conflict was rare and most disputes were settled amicably. The forces of industrialization provoked the continental integration of many sectors of their respective economies. During the first half of the 20th century, Canadians and Americans, twice allied in great global struggles, discovered that they had much in common and concluded that the history of their relationship could help other countries to avoid armed conflict. One of the leading advocates of this viewpoint was James Shotwell, the distinguished Canadian-born professor at Columbia University. His American disciple, Arthur Hauck, began preaching about the value of Canadian Studies from the University of Maine's presidential pulpit in 1934 and continued to do so for a record 24 years.

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<sup>24</sup> Letter from Hauck to N.A.M. Mackenzie, 4 November 1940 (Fogler Library)



Figure 4: In 1947 Professor Alice R. Stewart, a graduate of the University of Maine, returned to her *alma mater* to teach after completing her doctoral thesis in Canadian history at Radcliffe College (Harvard). For 33 years she was a driving force in the development of a comprehensive Canadian Studies program at Orono.

Photograph courtesy of Special Collections, Fogler Library, University of Maine.

CHAPTER 3

## The Cold War and Canadian Studies, 1951 – 1960

IF THE POST-WORLD WAR I SEARCH for lessons that would enable the world to achieve a lasting peace had directed the attention of several North American scholars to the study of Canadian-American affairs, by an ironic twist of fate the post-1945 Cold War era provided a similar rationale that would have an even greater impact. During the 1950s the United States government set out to mobilize academia in a long-term struggle to preserve the “free world” against Communist aggression. Copious funds were made available to universities for teaching “critical languages,” for graduate scholarships, for the purchase of library books, teaching and research materials, and for the establishment of academic resource centers on various college and university campuses that would organize, promote, and coordinate area studies programs cutting across several academic disciplines. Given the state’s proximity to Canada and the university’s early involvement with its cross-border academic neighbors, it seemed logical to several University of Maine administrators and faculty to take advantage of this new opportunity to promote Canadian Studies.

During the early 1950s President Hauck had commissioned a group of faculty to prepare the groundwork for a Canadian Studies program at Maine. One of the most important members was a newcomer to the faculty, Dr. Alice Rose Stewart, who was already familiar with the institution and acquainted with its president (*figure 4*). Her maternal ancestors had migrated to Maine from New Brunswick’s Miramichi River valley during the 19th century. She had been one of those bright young University of Maine undergraduate women who had



caught Hauck's attention during the 1930s. Stewart graduated from the University in 1937 with an AB degree *summa cum laude* in history and coveted memberships in several honorary societies, including Phi Beta Kappa, Phi Kappa Phi, and All Maine Women. She then pursued graduate work in British imperial history at Radcliffe (Harvard), receiving an MA in 1938, and taught briefly at two Maine high schools and at Wellesley College before completing her doctorate in 1946. Her thesis focused on the 19th century imperial policies of Sir John A. Macdonald, the Dominion of Canada's first prime minister. Upon receiving her doctorate Hauck approved Stewart's appointment to the University of Maine history faculty in 1947. Over the next three decades she would play a vital role in the evolution of Canadian Studies at her beloved *alma mater*.

#### A. POSTWAR CONFERENCE ON CANADIAN-AMERICAN AFFAIRS

Early in her tenure Stewart prepared to teach several courses in European history and, more importantly from our perspective, to offer an annual, intermediate level, two-semester sequence in Canadian history designed to be a permanent part of the curriculum. Then she assumed the leadership of a departmental exploratory committee charged with considering the feasibility of holding another conference similar to the one on Canadian-American affairs which had been orchestrated by Hauck in 1938. After conversations with the president and several faculty in March, 1950, the committee approved a proposal combining ideas from two earlier series of academic *fora*. From time to time the University had been holding "institutes" on international affairs designed to stimulate interest in current world problems. The other precedent was, of course, the 1938 Conference in Orono on Canadian-American affairs described in the previous chapter. Such a combination had been initially discussed during the spring of 1949 in the Department of History and Government and also considered by President Hauck at a campus international relations conference. Subsequently the proposal was revised to pursue two objectives: (1) "to provide an opportunity for an exchange of ideas and information on current issues in Canadian-American relations, with special reference to New England," including such subjects as "agriculture, lumber, potatoes, pulp and paper, power and navigation, transportation, travel, defense and atomic energy, and educational exchanges," and (2) "to give the student body of the University of Maine and the community in general

an opportunity to acquire an understanding of the problems common to both Canada and the United States.”<sup>1</sup>

In September, Hauck appointed a new, university-wide committee to implement this proposal. Joining Stewart were two History Department colleagues, David Trafford and Robert York, along with George Dow, director of the Agricultural Experiment Station; Dean Mark Shibles of the School of Education; Vincent Hartgen of the Art Department; and Professors Robert Hart (Chemistry), H. Austin Peck (Economics), and Wayne Jordan (Journalism). Doubtless because the subject of Canadian-American affairs still remained close to Hauck’s heart, from the start the group held its monthly meetings in the President’s Office.

The Committee selected five areas for the conferees to tackle— Canada, the U.S., and world affairs, Canadian-American economic problems, Canadian education, Canadian-American agricultural problems, and defense issues— and decided to hold the conference on April 19-20, 1951. Throughout these discussions, Committee minutes reveal the prominent role played by Hauck:

The President pointed out that the conference might be either regional or general, both having advantages, and that in any case it would be necessary to narrow considerably the list of topics to be considered.

The President agreed in general with the suggested organization of the conference. He thought that a meeting of college presidents might well be held, perhaps a day in advance of the conference itself, those presidents who could staying over.

[The President] ... had some additional suggestions for speakers, mentioning among others Minister of External Affairs [Lester] Pearson, whom he had met. Mr. Pearson had already expressed interest in the possibility of coming to Maine.

One difficulty the President brought up was that of bringing to the University Americans of comparable rank to those from Canada. He also suggested the possibility of ending the conference with a banquet meeting.

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<sup>1</sup> Minutes of a meeting of the Exploratory Committee on a Canadian-American Conference, March 16, 1950, in Fogler Library.

As for financing, "the President stated that he was planning a trip to New York in April and that he would be glad to take up with Professor Shotwell the possibility of getting Carnegie funds for such a conference."<sup>2</sup>

The Committee quickly agreed to invite Lester B. Pearson to deliver the conference's keynote address. In a letter to Pearson, Hauck elaborated on the purposes of the conference:

We hope that it will provide an opportunity for an exchange of ideas on current issues in Canadian-American relations. As a by-product, we, of course, hope that the student body and the University of Maine and the people of Maine in general will be given a better knowledge and understanding of Canada and our relations with her.<sup>3</sup>

It is clear from the Committee's rationale that Hauck and the faculty planners still embraced the mission of the 1938 Canadian-American Conference held at Orono. In the Cold War atomic age, they reasoned, international understanding was even more necessary for the preservation of peace. Educators ought to promote greater knowledge of other peoples and their problems. "This is true not only of those countries which are physically remote or potential opponents," the Committee observed, probably with the Soviet Union and the Peoples Republic of China in mind, "but also of those whom we count confidently as friends and neighbors. Of these... none is closer to the United States than Canada, and few, unfortunately, are as little known and understood in this country."<sup>4</sup> The group expected the conference to provide an opportunity for the exchange of ideas and information on current issues in Canadian-American relations, and to promote a better understanding and knowledge of Canada and of Canadian-American problems among students and faculty at Maine. Besides learning from the speakers, conferees would be expected to benefit from exhibits, films, reading lists, flyers, and audio-visual material obtained from various agencies of the Canadian government.

Because conferences are invariably expensive, the Committee understandably turned to the Carnegie Endowment which had underwritten five similar gatherings between 1935 and 1941 focusing on Canadian-American affairs.

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<sup>2</sup> *Op. cit.*, March 17, 1950.

<sup>3</sup> Letter from Hauck to Lester B. Pearson, November 18, 1950, in Fogler Library.

<sup>4</sup> Report of the Exploratory Committee, March 13, 1950, in Fogler Library.

Hauck conveyed the Committee's request to Shotwell, only to learn that the Endowment's priorities had changed. As Stewart summarized the situation, "our original plan would not, according to Mr. Shotwell, be acceptable to the Carnegie trustees, whose feeling was that, in view of present world tensions, they preferred to back financially only those projects which contributed directly to an understanding of those areas where possible conflict might exist. Canada is not one of these. Therefore the only possibility of financial assistance from the Carnegie Foundation would involve an alteration in scope and purpose of the conference."<sup>5</sup> Ultimately, Shotwell relented a bit and agreed to contribute \$500 to the University of Maine effort, leaving Hauck to shoulder the remaining expenses. In the absence of funds for stipends and travel reimbursements, the Committee was forced to rely heavily upon the Canadian and U.S. governments to cover the expenses of the panelists, and consequently most of them were drawn from pools of federal employees. During the summer of 1950 Stewart traveled to Ottawa to obtain assistance from a key Canadian government official, Escott Reid, Deputy Under-Secretary of External Affairs, in securing suitable panelists from his pool. Then, less than a month before the Maine conference was to be held, Pearson telegraphed Hauck with the stark news that neither he nor Canadian Ambassador Hume Wrong in Washington would be able to attend. "I realize this leaves you in a difficult position," Pearson consoled, urging him to consider Reid as a substitute. Hauck did, Reid agreed, and the Conference program was set.

Hundreds gathered in Orono on April 19, 1951, to take part in the first major postwar conference on Canadian-American affairs to be held on the Maine campus. After the University band had entertained the crowd with selections from "Show Boat," the current Broadway hit, and the two national anthems had been played, Hauck opened the proceedings. Escott Reid delivered a well-received keynote address on "Canada and the United States: Neighbours and Allies" to an assemblage of faculty, students, the heads of several Maine businesses, and a smattering of townspeople. At the various sessions spread over the next two days, Prof. Edgar McNinnis, a historian at the University of Toronto, delineated the key factors in Canadian foreign policy, A.F.W. Plumptre, head of External Affairs' Economics Division, discussed Canadian-American economic problems, F.E. MacDiarmid, Chief Superintendent of Education in New Brun-

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<sup>5</sup> Letter from Professor Stewart to Hauck, April 19, 1950, in Fogler Library.

wick, talked about common educational issues, four speakers (including the Canadian-born Harvard economist, John Kenneth Galbraith) analyzed various Canadian-American agricultural issues, and two U.S. and one Canadian military officer probed Canadian-American defense problems. Suddenly the conference faced unexpected competition from General Douglas MacArthur, the American military leader in Korea who had been recalled by President Truman and abruptly dismissed. After learning that MacArthur's widely anticipated "Old Soldiers Never Die" speech would be broadcast during one of the conference sessions, the planners adjusted their schedule at minimal cost. Indeed, one of the conference participants, Professor Nathaniel Peffer of Columbia, provided an impromptu, "amusing and caustic" commentary on General MacArthur's famous swan-song.<sup>6</sup>

Judging from the comments offered afterward by several participants, the Conference had been a success. Stewart considered Reid's speech to have been "thoughtful and well-received."<sup>7</sup> Student responses had been positive, session chairs reported that their discussions had gone well, and several participants urged holding a follow-up session in the Maritime Provinces. Another proposed a joint University of Maine-University of New Brunswick summer session course in history and educational practice. Professor McInnis "felt that the whole Conference was admirably staged as well as extremely useful in its concept."<sup>8</sup> Encouraged by these comments, Stewart immediately began exploring other cross-border academic opportunities in New England-Maritime Provinces relations.

On behalf of Hauck's Canadian-American Affairs Committee, Stewart contacted the University of New Brunswick's Dean of Arts, Alfred G. Bailey, and W.S. MacNutt, an historian of New Brunswick, proposing an informal summer meeting at Orono to discuss research problems in Maine-New Brunswick history and relations. "I shall be at the Canadian Historical [Association] meetings in Montreal next month," she told Bailey, "so perhaps we could discuss this further there."<sup>9</sup> Although Bailey couldn't participate, both MacNutt and James Chap-

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<sup>6</sup> Letter from Professor Stewart to Laura Beattie, Canadian Consulate Boston, April 23, 1951, in Fogler Library.

<sup>7</sup> *Ibid.*

<sup>8</sup> Letter from Edgar McInnis to Stewart, April 30, 1951, in Fogler Library.

<sup>9</sup> Letter from Professor Stewart to Dean A.G. Bailey, May 20, 1951, Fogler Library.

man, another University of New Brunswick historian, could come along with Mrs. Chapman, "who is not a scholar but wishes to do some shopping [in Bangor]."<sup>10</sup> The three agreed to put their heads together on a Saturday afternoon in July. Meanwhile, Stewart sought to learn if anyone at Harvard or Radcliffe was working in the field of New England-Maritime relations. "We are planning to have a small informal conference here on July 27-28," she told friends in Cambridge, "to discuss possible research projects and materials in Maine-New Brunswick history and related fields... I believe that two of the University of New Brunswick history dept will be here, and perhaps one or two other Maritimers." Among the topics Stewart proposed for discussion were the availability of research materials, including general Maine materials, newspapers, manuscript and book collections, and official documents. "We would be much interested in microfilming and loan of microfilm," she told her New Brunswick friends. "Perhaps you [Bailey], MacNutt or Mr. Chapman, or both could cover the New Brunswick side of these topics." Another project was to identify topics for historical investigation. "Here we could do some planning for future theses, articles, etc." Stewart wrote. "I know that Harold Davis has a number of ideas here, and you probably have [some, too]."<sup>11</sup> The third topic involved a proposal for graduate work in Maine-Maritimes history that would cover the availability of fellowships, assistantships, and research grants. In retrospect, it would appear that Stewart was seeking to develop opportunities for the University of Maine's history graduate students to pursue master's degree theses on regional cross-border topics.

## B. LEARNING ABOUT CANADA IN MAINE'S PUBLIC SCHOOLS

Readers will recall that some two decades earlier President Hauck had surveyed the information about Canada (or the absence thereof) taught in American public schools and colleges, and his findings had been discussed at length at the Canadian-American Educational Affairs Conference at Orono in 1938. By the

<sup>10</sup> Letter from W.S. MacNutt to Professor Stewart, June 18, 1951, in Fogler Library.

<sup>11</sup> Letter from Professor Stewart to W.S. MacNutt, July 16, 1951, in Fogler Library. Davis, a former resident of Calais who had earned an AB degree at Maine in 1934, had recently published a doctoral thesis about *The International Community on the St. Croix* which had been completed under the direction of J.B. Brebner at Columbia University.

1950s, though, Hauck's research required updating. Hence during the spring of 1953 Professor Stewart was deputized to conduct a survey for Hauck on teaching about Canada in Maine schools. The Maine president planned to incorporate her findings into a speech scheduled for delivery in June. "An increasing number of elementary and junior high schools are including work on Canada in social studies units," Stewart reported to Hauck. The Canadian government was providing study guides, maps, information booklets, and films. But in secondary schools, Stewart found that material on Canada was being used "only incidentally and occasionally."<sup>12</sup> At the collegiate level in Maine, she could find no regular work on Canada listed in any of the bulletins of the teachers' colleges except for the Gorham State College campus, where "an interesting experimental course in Canadian-American relations" had been started by James Whitten, a former Orono instructor. "Of the other colleges," Stewart reported, only the Orono campus had included Canadian history for most of the years since the mid-1920s. Of the 165 American college bulletins she examined in 1951, twenty-eight listed a course on Canada, but many of those listed offered it "only occasionally." The University of Maine was one of about 30 schools in the country where Canadian history was regularly taught.<sup>13</sup>

If classroom teaching about Canada south of the border was limited, a related educational goal might be achieved through cross-border student exchanges. As previously noted, since 1925 a handful of students from the Maritime Provinces had been invited to study at Orono on tuition scholarships offered by the University trustees. In 1938 the Conference on Canadian-American Educational Problems held at Orono had recommended expanding both student and faculty exchanges, but since then nothing had been accomplished. Then, in December of 1952, an opportunity to implement student exchanges surfaced when an international organization, the Canadian-American Women's Committee, approached Hauck, who then relayed their proposal to Stewart with a request that she consult with the dean and faculty before drafting a reply. A committee to study the plan was then suggested, and Hauck selected six faculty, asking Stewart to serve as chair during 1953-54, and Cecil Reynolds, a native of New Brunswick on the Maine English faculty, to succeed her the following year when Stewart would be on leave in England. After obtaining additional data, the

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<sup>12</sup> Letter from Professor Stewart to President Hauck, May 17, 1953, in Fogler Library.

<sup>13</sup> *Ibid.*

faculty committee met in March of 1953 and approved the idea in general along with several additional recommendations. Hauck accepted its report, asking the committee to continue working and to add representatives from faculty in Home Economics and Education.

During 1953-54 the committee focused on implementing a student exchange during the forthcoming academic year. Stewart talked with a Canadian member of the International Committee and with the registrar of Carleton College in Ottawa. The Canadian-American Women's Committee was asked to make initial contacts with McGill and Dalhousie. In December the University of Maine's student newspaper solicited nominations for the proposed exchanges. But then the committee learned that the exchange plan would require the prior approval of faculty at the Canadian institutions, a long process necessarily delaying any implementation of exchanges during the coming academic year. While Stewart was on leave in England in 1954-55, Reynold's committee decided that no feasible plan could be worked out for exchanges during the students' junior year. Perhaps, they opined, "we shall have to be satisfied with an increased influx of graduate students and undergraduates from Canada taking the full four years at Maine." While no doubt disappointed in the outcome, Hauck thanked Stewart and Reynolds for their efforts. Perhaps, he added, "it would be desirable to have another Maritime Provinces-Maine Conference on Higher Education. The ones before the war were quite successful. An exchange plan might receive quite a stimulus if considered by such a conference." But no Canadian-American conferences were convened, or student exchanges implemented, during the next five years.

In 1958 Hauck stepped down from the leadership of the University of Maine after a record 24 years in the president's chair. While neither student/faculty exchanges nor an in-house Canadian Studies program had been established at Orono during his watch, he seems to have used every available opportunity to promote an interest in Canada and Canadian-American relations on the Maine campus and in the State at large. The landmark Conference on Educational Problems in Canadian-American Relations held at Orono in 1938 had been an historic occasion, and the Carnegie Foundation had widely circulated a published version of its proceedings throughout Canada and the United States. After World War II Hauck worked closely with a select group of faculty to pull off another successful, well-attended conference in 1951 on postwar Canadian-American affairs. He supported joint explorations by the University of



Maine and University of New Brunswick Departments of History seeking to establish ways that they might collaborate at the graduate level. He used the president's podium as a bully pulpit to promote the study of Canada in Maine's public schools and colleges. Most importantly, Hauck deserves credit for two additional achievements: (1) the establishment of a campus-wide committee to promote Canadian-American Studies at Orono, and (2) the selection of Professor Alice Stewart to become a full-time Canadianist in the history faculty. She proved to be an invaluable assistant to Hauck in many of these endeavors, and she was prepared to assume the leadership after his departure. In retrospect, then, Hauck deserves credit for laying a sturdy foundation for the evolution of Canadian Studies at the University of Maine.

### C. THE COLD WAR AND THE NDEA

In 1957 the Soviet Union shocked the world with the launch of "Sputnik," the first space satellite to orbit the earth. It was an astounding scientific and engineering achievement. More than any other single factor, it forced Cold War era Americans to re-examine their nation's financial support for education. Less than a year after Sputnik's launch, Congress enacted the National Defense Education Act (NDEA). The law contained two parts, one focusing on the establishment of academic "centers" for the study of various "critical areas" of the world, and the other underwriting "language institutes" designed to provide the country with fluent speakers of many different foreign tongues. Initially, \$1 million dollars was appropriated for centers and fellowships, and \$2.5 million for research and publication of associated studies. During each of the next four years, Congress provided additional funds. By 1963 NDEA monies supported 55 academic centers, 904 fellowships, 33 research and studies contracts, 83 language institutes, and underwrote the training of more than 4,300 teachers. Only four years after Sputnik, Congress also enacted the Mutual Education and Cultural Exchange (Fulbright-Hays) Act authorizing "a wide range of cultural, technical, and educational interchange." This measure focused on strengthening teaching in foreign languages and area studies throughout the entire American educational system. Responsibility for imple-

menting these laws was assigned to the federal Department of Health, Education, and Welfare (HEW).<sup>14</sup>

The critical role played by this new Cold War-related public funding of interdisciplinary study programs can be contrasted with a prewar failure to establish a Latin American Studies center in the United States. In 1937 Carl Sauer, one of America's leading Latin Americanists, proposed to the Rockefeller Foundation that a center focusing on Latin-American affairs be established at the University of California campus in Berkeley. At that time this school had assembled an outstanding group of scholars who had already published many volumes of Ibero-Americana research. But neither the Rockefeller nor Guggenheim Foundation would bankroll Sauer's proposal, recommending instead that the bulk of the financing be raised from local sources. During the Great Depression Sauer considered this financial strategy to be out of the question. Thus it was not until 1959 that a Center for Latin-American Studies was established at Berkeley, funded by the two Sputnik-related federal laws just described.<sup>15</sup> At about the same time the first federally-funded study center to be established in New England (at Harvard) was devoted to Russian Studies. The latter soon became a model for Canadianists at Orono to emulate during the years following Arthur Hauck's presidency.

#### D. PROPOSAL FOR A STUDY CENTER ON CANADA

The first proposal to launch a New England-Atlantic Provinces Study Center at Orono came from a Maine congressman, Frank M. Coffin, in a speech delivered on the University of Maine campus in October, 1960. Coffin had expressed an interest in Canadian-American affairs while serving in Congress during the late 1950s. At that time relations between the two nations had deteriorated largely because of accumulating trade, defense, and public policy issues which had been complicated by Canadian irritation over the actions of individual American legislators. Canadians publicly expressed anxiety about the presence of American bases and personnel on Canadian soil, concerns over American tariff policies that

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<sup>14</sup> Richard D. Scarfo, "The History of Title VI and Fulbright-Hays," in *International Education in the New Global Era*, edited by J.M. Hawkins et al. (UCLA: International Studies and Overseas Programs, 1998), pp. 23-25.

<sup>15</sup> James J. Parsons, "Carl Sauer's Vision of an Institute for Latin American Studies," *The Geographical Review* 86, 3 (July 1996), pp. 377-84.

failed to take Canadian interests into account, opposition to some aspects of U.S. policy in China and Korea, irritation over controversies involving developments along the Columbia River and the proposed diversion of Lake Michigan to provide Americans with more fresh water, and anger precipitated by the suicide of Herbert Norman, a Canadian diplomat whose career was believed to have been ruined by U.S. Senator Joseph McCarthy's unfounded charge that he had been a Communist spy. A Halifax newspaper editorial called Norman's death the "grim harvest of modern American witch-hunting." A veteran correspondent for the *New York Times* concluded that relations between the United States and Canada had reached "a precarious stage."<sup>16</sup>

Thanks to his perch near the Maine-Canadian border, few American politicians were more sensitive to the trends in Canadian-American relations than Lewiston-born Frank Coffin. Upon assuming his seat in Congress in the midst of a sharp downturn in the cross-border relationship, he and Brooks Hays, an Arkansas Democrat, initiated two fact-finding missions to Canada in 1957 and 1958 that focused on the "erosion in the traditionally excellent relationships between the United States and Canada."<sup>17</sup> The Hays-Coffin reports were followed by another trip to Ottawa by the two House members, this time accompanied by Vermont's powerful Senator George Aiken. Their report prompted the creation of a Canada-United States Inter-parliamentary Group designed to improve communications between lawmakers in both countries. Half of the 48 members of this group were drawn from the membership of the U.S. Congress and the other half from the Canadian Parliament. They planned to meet twice a year, once in each nation, to discuss cross-border issues. An inaugural session took place in January, 1959, when delegates from the two nations' federal legislatures gathered in Washington, DC. Among those present to welcome the Canadians was Senator Strom Thurmond of South Carolina, who offered "the glad hand of welcome to these distinguished gentleman (*sic*) from the far north, the great Republic of Canada."<sup>18</sup> [Note that Canada is a monarchy and more than 80% of Canadians live within a hundred miles of the U.S. border.] Clearly, the Canadians had their work cut out for them.

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<sup>16</sup> Quoted in Matthew J. Abrams, *The Canada-United States Interparliamentary Group*. (Toronto: Canadian Institute of International Affairs, 1973), Chapter 1.

<sup>17</sup> *Op. cit.*, p. 11.

<sup>18</sup> *Op. cit.*, p. 21.

In 1960, Coffin decided to abandon his Congressional seat in order to run for governor of Maine. When he came to the University of Maine campus that fall to deliver a speech, Maine-Canada relations apparently were in the forefront of his mind, and he may have believed the tensions could serve him as a valuable campaign issue. At any rate, in the course of his talk Coffin called upon the Orono campus to establish a center for the study of relations between New England and the Atlantic Provinces of Canada. Afterward, he asked Edgar B. McKay (*figure 5*), a professor of business and economics at the Orono campus, to draw up a proposal based upon the lecture which Coffin might use in his political campaign. McKay, a graduate of Colby College whose parents were natives of Bear River, Nova Scotia, a small town on the Bay of Fundy, was intimately familiar with the Maritimes Region. At the end of World War II he had initially joined the University of Maine's teaching staff to offer courses in the social sciences at the U.S. Naval Air Station in Brunswick, Maine. In 1949 he came to the Orono campus to head Modern Society, the University's introductory social science program. For several summers he also worked with a Cornell University-sponsored research project examining the various socio-economic problems confronting rural Nova Scotian communities. Given the significance of McKay's draft for our narrative, it is worth quoting him at length:

It has seemed to me for some years now that the University of Maine is ideally situated geographically to serve as a center for studies dealing with the people, resources, and problems that are common to New England and the Atlantic Provinces of Canada. A glance at a map confirms this (*figure 1*). The area is also an "ecological whole" despite the international boundary line. This comment is not meant to imply that annexation is the ultimate goal. It is rather to emphasize that we have so many problems in common on either side of the boundary that we give thought to some sort of organized study of these problems, hoping to move toward effective action programs and resolution of them.

I feel that organizational patterns similar to the Center for Russian Studies at Harvard should be considered. Functionally, this could logically involve offering appropriate courses of study here, as well as working in close cooperation with the many other educational institutions in the area. In addition, the Center could serve as a fact-gathering organization, a central depository of information with a



Figure 5: A native of Boston with Canadian-born parents, Prof. Edgar B. McKay (seated) taught at the University of Maine between 1947 and 1973. He labored tirelessly with Dr. Stewart to establish a New England-Atlantic Provinces Center (now the Canadian-American Center) and to broaden support for the Canadian Studies program. With him is his successor, Prof. William McAndrew, who served as Center director for two years.

Photograph courtesy of Special Collections, Fogler Library, University of Maine.

specialized library, a promoter of special studies on key problems, and the publisher of periodicals and/or papers on pertinent topics.

While many kinds of interests might logically contribute to the effective operation of the Center, several suggest themselves to me here at Maine— history, government, business, agriculture, education, pulp and paper problems, problems of wildlife management, etc. One could expand this list easily.

How much an institution could be financed presents a problem. However, State, Federal, and private foundation grants in some kind of combination might be the answer.

And, if a first step is to be taken, it might be that a small committee could be established to engage in a kind of 'pilot study'— talking with key people on both sides of the border to examine the worth and feasibility of the idea.

McKay also sent a copy of his proposal to President Hauck's successor.<sup>19</sup>

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Within a few years of the conclusion of World War II in 1945, it was clear to most people that American membership in the United Nations had failed to initiate universal peace. The Soviet Union had rapidly built its own nuclear weapons and challenged the United States and its allies to an all-out arms race. Despite the best efforts of United Nations leaders, by the early 1950s the globe had been divided into three segments— the U.S. and its allies, the Soviet Union and its allies, and a small number of militarily and economically weak Third World nations who struggled to avoid entanglement in the Cold War rivalry by carving out a "neutral" ground.

While this global struggle was unfolding, President Hauck set out to build upon the conference on Canadian-American Educational Problems he had organized at Orono in 1938. Helping him was a diverse group of faculty, several of whom had personal and professional ties with Canada, including Alice Stewart, an Orono and Radcliffe graduate, whom Hauck had hired in the late 1940s to make the study of Canadian history a more substantial part of the university's

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<sup>19</sup> Letter from Edgar McKay to Messrs. F. Coffin, D. Roberts, November 1, 1960, in Fogler Library.

curriculum. From their point of view, Canadian-American understanding had become even more crucial to the preservation of world peace. With their assistance, Hauck orchestrated the first major post-World War II conference on Canadian-American affairs at Orono in 1951, which was followed by efforts to multiply contacts and set up faculty/student exchanges with nearby Canadian universities, the University of New Brunswick in particular. In the new postwar context, a perceived lack of knowledge in Maine about the state's Canadian neighbors, the growing importance of Canada to American Cold War strategic and economic interests, and the new post-Sputnik funds made available by Congress to establish "study centers" in "critical areas" combined in the minds of many with heightened strains in Canadian-American relations during the late 1950s to help justify the establishment of a program at the University of Maine. Two Maine politicians in particular, Frank Coffin and Stanley Tupper, went to work in Washington to build bridges of understanding between U.S. and Canadian legislators. One of them, Coffin, publicly called for the establishment of a study center on Canada in a speech on the Orono campus during the fall of 1960 while campaigning for the governorship of Maine. By then President Hauck had left the University for other pastures, but several of those in the audience, including two faculty in particular — Alice Stewart and Edgar McKay — were fully prepared to help refine and implement Coffin's proposal.

CHAPTER 4

## Establishing a Regional Program 1960-1971

WHAT DOES IT REQUIRE to successfully launch a brand new university-wide academic program? First, a well-conceived proposal; second, support from all the major elements of the campus community ranging from trustees, presidents and administrators to deans, faculty and students; third, endorsements by the broader regional and national academic communities of specialists in the particular field; fourth, backing from key sister institutions (in this case the faculty, administrators, and librarians located in adjacent regions of New England and Canada); fifth, support from the state's political and business leaders; and sixth, reliable long-term funding. Even more difficult than whipping up support from each of these sectors is to acquire it within a relatively narrow slice of time so that the cumulative impact can be felt across the academic spectrum. No wonder, then, that it took more than a decade for the idea of a cross-border regional studies center to materialize at the University of Maine.

### A. ON- AND OFF-CAMPUS SUPPORT

On July 1, 1958, Lloyd H. Elliott, a professor of educational administration at Cornell University and executive assistant to that school's president, succeeded Arthur Hauck as president of the University of Maine. Like Hauck, Elliott had been a strong supporter of the study of international affairs throughout his career. Thus it is not surprising that he readily endorsed McKay's draft and enlarged the Canadian-American Studies Committee to include McKay (Business/Economics), Stewart (History), George Dow (director, Agricultural Experiment Station),



Harold Chute (Animal Pathology), Cecil Reynolds (English), Lyle Jenness (Chemical Engineering), Richard Hart (Education), and himself. The group's principal objective was to oversee the creation of a New England-Atlantic Provinces Study Center [NEAP] that "perhaps included Québec." Stewart agreed to serve as acting chair during 1961-62 while McKay was on leave. Note that five (Chute, Dow, Reynolds, Stewart, McKay) of the seven faculty had either been born in the Maritime Provinces, had family ties there, or had received part of their education in Canada. The group convened for the first time on July 11, 1961, with Stewart in the chair. President Elliott awarded the Committee \$200 from the Hauck Fund to conduct a preliminary survey of NEAP materials in the greater Bangor area. Later that month the Committee consulted with Professor Mason Wade of the University of Rochester, director of the only American center for U.S.-Canadian Studies then in existence. Such a unit in Maine, Wade assured them, "would be valuable both from the regional point of view and from the broader international one, at a time when the New England-Atlantic Provinces area is depressed and must find a solution for common problems."

To determine the feasibility of a regional center, the Committee decided to survey the relevant scholarly materials and to seek the opinions of additional experts. During the fall of 1961, the University of Maine's Coe Fund financed a study by McKay and Stewart of research opportunities and materials on the New England-Atlantic Provinces-Québec region. Their examination was expected to provide "a research tool useful in future studies of the areas covered. Also, the study will supply an important element in the plan now under consideration for establishing a NEAP Studies Center."<sup>1</sup> By then Orono's Department of History had been authorized to set up a doctoral program, and a Center would provide a "better chance than formerly of developing theses in this [NEAP] area." In addition, Stewart said, the proposed center should help make graduate study at Orono more financially attractive than in the past.<sup>2</sup>

As part of the Committee's research, Stewart mailed a questionnaire regarding the proposal to a lengthy list of academics and public servants, including both Canadian-born and Canadian-trained faculty, along with faculty at universities in Atlantic Canada who had earned their degrees from American

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<sup>1</sup> *Bangor Daily News*, December 21, 1961.

<sup>2</sup> Letter from Professor Stewart to W.S. MacNutt (UNB), March 7, 1961, Fogler Library.

institutions. Replies were received from a substantial number, of which the following is a representative sample:

**Robin Winks**, Professor of Canadian history, Yale: *"Given the close cooperation between the Universities of Maine and New Brunswick, Orono would be a logical location for such a center."*

**Stanley Tupper**, Congressman from Maine and member of the Canada-US Inter-parliamentary Group who had taken Coffin's House seat: *"An excellent idea: This would offer another forum for the interchange of ideas on the many common problems of this area... boundary problems, cultural matters, tourism, trade, mineral development, and joint international projects are some of the things that could be discussed."*

**Winthrop Libby**, Dean of Agriculture, University of Maine: *"The resources of land, forest, water and people in NB, NS and PEI are very similar in character and usefulness to those in Maine. This means that, in the areas of research, extension and resident teaching goals are commonly identical... It has meant that over the years our research and extension workers have tended to move closer and closer, since experience has indicated that both parties profit...."*

**George H. Ellis**, President, Federal Reserve Bank of Boston: *"If such a center comes into existence and one of the participants undertakes a study in the field of economic analysis, there exists a considerable possibility that we could authorize a research grant to support at least some portion of the work."*

**H.C. Grinnell**, Dean of Agriculture, University of New Hampshire: *"The various scientists in Canada and the Northeast attend meetings of each other's scientific societies. A study center in Maine could arrange joint meetings and act as a stimulating influence for groups which do not as yet have these contacts."*

**Cecil J. Cutts**, Advisor to Foreign Students, University of Maine: *"A genuine, regional center could add much to the prestige of the University of Maine and I would think could/would be a very important focus for graduate studies."*

While ex-president Arthur Hauck was attending a meeting at the University of Hawaii to discuss the formation of an East-West center for Asian studies, Stewart informed him of the proposal to create a regional Canadian Studies Center at Orono. "I am glad that there is continuing interest in the field of Canada-United States affairs," Hauck responded. "It seems more important and

necessary than ever. The proposal for a New England-Atlantic Provinces Study Center seems to me to be an excellent idea. What about the Carnegie Foundation as a possible source of support?"<sup>3</sup>

Others who also endorsed the NEAP Center concept at this time included Harrison F. Lewis, former Chief of the Canadian Wildlife Service; Adelaide Tremblay, Faculty of Social Sciences, Laval University; Paul R. Miller, Dean of Agriculture, University of Vermont; Charlotte Melvin, History, Ricker College, ME; Harold Davis, History, Lasalle Junior College, MA; Laura Beattie, Canadian Consul, Boston.

The proposal for a Center was also endorsed by the following members of the University of Maine campus: George F. Dow, Director, Agricultural Research Station; Kenneth Miles, Chair, Foreign Languages; Lyle C. Jenness, Head, Dept. of Chemical Engineering; Gregory Dalton, Forestry; Watson Everhart, Zoology; Albert Glanville, Psychology; Vincent Hartgen, Art; Edward Ives, Folklore; Winthrop Libby, Agronomy; Edwin Miles, Foreign Languages and Classics; Joseph Murray, Zoology; Winston Pullen, Agricultural Economics; Mark Shibles, Dean, College of Education; Joseph Trefethen, Geology; Arnold Raphaelson, Business and Economics; Louis Ploch, Rural Sociology; George E. Lord, Director, University of Maine Extension Service; John R. Crawford, Education; Arthur Reardon, Director, Animal Veterinary Services; John D. Coupe, Business/Economics; Robert M. York, History; as well as Margaret Chase Smith, U.S. Senator from Maine; George Bishop, Senior Economist, Federal Reserve Bank of Boston; and Gardner Caverley, Executive Vice-President of the New England Council.

Several prominent Canadian academic administrators and scholars also endorsed the proposal. They included Alfred Bailey, Dean of Arts, University of New Brunswick; W.S. Cunningham, Economics, and Morton Duckworth, Extension Service, Mt. Allison University; D.W. Gallagher, Chair, Atlantic Provinces Economic Council; Colin Mackay, President, University of New Brunswick; George MacBeath, Curator, New Brunswick Museum; Victor Cardozo, Member, Nova Scotia Provincial Legislature; Chalmers Smith, Biologist, Acadia University; C. B. Fergusson, Director, Public Archives of Nova Scotia; Guy Monson, Director, Public Affairs Institute, Halifax; S.D. Smith,

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<sup>3</sup> Letter from Hauck to Professor Stewart, March 27, 1961, Fogler Library.

President, Nova Scotia Research Foundation, and Adelard Tremblay, Faculty of Social Sciences, Université Laval.<sup>4</sup>

At the end of the its first academic year, the New England-Maritime Provinces Study Center Committee summarized the canvas of opinions on the proposed center for President Elliott and reminded him that his immediate predecessor [Hauck] had been "much interested in Canadian-American relations."<sup>5</sup> Citing Congressman Coffin's recent activities, the Committee added that its interest in improving U.S.-Canada relations was not confined to academic circles. If such a Center was to be established, the University of Maine offered "by all odds" the best location.

Geographically, Maine is the most northeasterly of the states. It has extensive boundaries contiguous with both New Brunswick and Québec, and also enjoys daily ferry service between Bar Harbor and Yarmouth in a third province, Nova Scotia. The University, in central eastern Maine, is clearly the logical place from which to direct a pilot study, with cooperation from other New England institutions developing as needs arise. We firmly believe that such a study, financed by one of the large foundations, would demonstrate the feasibility and the value of a Center for New England-Atlantic Provinces Studies located at the University of Maine.<sup>6</sup>

## B. A DRAFT PROPOSAL

Under the leadership of Professor Stewart, the New England-Atlantic Provinces Study Center Committee held several meetings during the next six months before submitting a summary of its activities to President Elliott in early 1962. It decided to gather more material on Québec before determining whether or not to include this predominantly French-speaking province within the Center's scope.<sup>7</sup> It held discussions on campus with Laura Beattie, the Canadian Consul in Boston, and with Mr. J. A. Bergasse, representing the Economics Division of the Nova Scotia Dept. of Trade and Commerce. After extensive research and

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<sup>4</sup> Carbon copy, NEAP support for Study Center proposal, Box 338, Folder #11, Fogler Library

<sup>5</sup> Letter from McKay, Stewart, and Cecil Reynolds to Elliott, May 16, 1961, Fogler Library.

<sup>6</sup> *Ibid.*

<sup>7</sup> NEAP Study Center Committee, Interim Report, January 23, 1962, Fogler Library.

discussion the Committee defined the objectives, scope, organization, equipment and support required for a future New England-Atlantic Provinces (NE-AP) Study Center. Its conclusions were summarized in a letter endorsed by President Elliott, on March 20, 1962. Because this document served as the Center's initial definition, the first three sections will be cited in their entirety and the remainder briefly summarized.

### 1. Introduction

New England and the Atlantic Provinces form a region which, in spite of the international boundary line, has shared many historical developments, and today faces similar economic and social problems. Studies, such as those sponsored by the Federal Reserve Bank of Boston on New England, and by various Royal Commissions in the Atlantic Provinces, have been made for parts of the region. There have been occasional international conferences like those held from time to time by the New England Council and the Atlantic Provinces Economic Council, together with more or less regular exchanges of personnel or consultations in such areas as agricultural research. But there have been few efforts to coordinate research generally, to maintain continuing contacts or records, or to build up specialized libraries on the region as a whole. Of the many regional or area study centers in the United States, only one, that at the University of Rochester, is especially concerned with Canadian-American relations. Its Director, Professor Mason Wade, has suggested that the proposed New England-Atlantic Provinces center "would be valuable both from a regional point of view and from the broader international one, at a time when the New England-Atlantic Provinces area is depressed and must find a solution for common problems."

### 2. The University and the Center

The University of Maine is a natural choice for such a center, both in its geographical location, and in its continuing interest in the region. Its growing graduate school is nearer geographically to the universities and research centers of the Atlantic Provinces than are those of other Canadian provinces, while its administration, and its various colleges and departments, maintain close liaison with other New England institutions. The University has a long history of interest both in the Canadian area and in New England regional studies. Several Canadian-American conferences, some of a general, others of a

more specialized nature, have been held at the University, and a number of University departments from agricultural extension, wildlife, and pulp and paper technology to history and folklore have maintained a close working relationship with groups of individuals in the Atlantic Provinces. The University's course in Canadian history is one of the oldest in the country. The headquarters of the Northeast Folklore Society, whose president is one of the region's leading folklore specialists, is currently located here. Members of the University's faculty and administration have belonged to or spoken before many regional organizations and meetings, including those of the New England Council and the Atlantic Provinces Economic Council.

A number of Canadian students are enrolled each year at the University of Maine, some of whom hold the University's Maritime fellowships, and many Canadian teachers attend its summer schools. Finally, the University's Library, especially when coordinated with other Maine libraries, provides a good beginning for what could be an outstanding regional research collection.

### 3. Objectives

A New England-Atlantic Provinces Study Center at the University would serve a variety of purposes:

1. It would help to promote and coordinate regional studies and publications in such fields as economics, history, political science, sociology, education, literature and folklore, the natural sciences, agriculture, and various aspects of regional technology.
2. It would sponsor or assist with regional conferences and exchanges of personnel and joint activities of mutual interest and concern.
3. It would work toward establishing or improving courses pertinent to the region in this and other universities, and in elementary and secondary schools.
4. It would provide a specialized research library and information center whose resources would be available for any regional organizations or interested individuals.
5. It could provide materials and personnel to assist regional development programs in many fields.

### 4. Activities and Procedures

Among the topics discussed in this section were a reference library and information center, the collection of educational materials, prospective publications, graduate fellowships, conferences, seminars, and the employment of consultants, the latter a rather creative way to “grow” a Canadian Studies graduate curriculum at minimal cost. “The Center would use consultants from the University of Maine and other universities and organizations to guide and direct theses and other research projects, give courses pertaining to the region in the University’s summer school or in the regular session, assist with conferences, and carry out or assist with specialized research or development projects.”<sup>8</sup>

Last but by no means least, the Center’s formative document also defined the staff, included a tentative five-year budget estimate, and suggested a pilot project. The staff would consist of a director, an associate director, a secretary-librarian, ten consultants on a number of subjects of concern to the region, three graduate fellows, various staff assistants, work-study students and research workers. Liaison with the University would be maintained through a standing committee composed of faculty members drawn from those areas of the University with a particular interest in regional studies and activities. The five-year budget estimate was \$328,790 plus 50 percent overhead for a total of \$657,580 to support a half-time director, a full-time associate director, a secretary, librarian, three graduate assistants, and several undergraduate student assistants. The pilot study would be carried on by three Orono faculty on quarter-time basis, a half-time secretary, and student workers, all funded through a \$20,000 budget.<sup>9</sup>

On March 29, 1962, President Elliott informed the NEAP Committee that the full proposal was acceptable to him and sufficient as drafted for presentation to various foundation representatives, although he felt the option of a pilot study ought to be left to the foundations. He offered to have the document typed in his office and copies sent to both the New England Board of Higher Education and to a representative of the Ford Foundation in New York City, mentioning that he “expected to meet with someone from the Foundation early in May [1962].”<sup>10</sup> But as it turned out, another six years would elapse before the Center actually came into being.

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<sup>8</sup> NEAP Study Center Files, Box 338, Folder #11, Fogler Library.

<sup>9</sup> NEAP Committee Notes, March 20, 1962, Fogler Library.

<sup>10</sup> NEAP Files, Box 338, Folder #11, Fogler Library.

### C. Program Development

While the NEAP Committee awaited responses from the New England Board and the Ford Foundation, Professor Stewart devoted her summer months to various kinds of Canadian Studies Program-linked developments. Foremost was the development of a graduate concentration in regional studies within Orono's Department of History & Government. A year after the passage of the National Defense Education Act by Congress in 1958, the Department had established a doctoral program concentrating on Maine and New England history. The addition now of the Atlantic Provinces of Canada to New England studies, Stewart argued, "can make a definite contribution to the strength of the Department's graduate program. The region as a whole offers many research topics which can only be studied by the use of materials from, and with a knowledge of, the history, geography, economy, society, or culture of both New England and the Atlantic Provinces." Fortunately, the University of Maine already had "a moderately good base" in library materials and courses pertinent to the wider region. But "through planning, coordination of existing possibilities, the use of inter-library loans and the cooperation of other universities and research centers in the region," she thought, "a much more extensive research potential is available to students taking degrees here. Nearly all of the added library resources and the enhanced research area provided would aid the present graduate program." Ultimately, the department of history endorsed Stewart's proposal.<sup>11</sup>

Stewart shrewdly molded the proposal for a doctoral program in Canadian-American history so that it would appeal to the department's numerous specialists in American and New England history. Students trained in a New England-Atlantic Provinces regional study program, she argued,

could concentrate their research in one of three areas: (1) United States history with emphasis on New England or Maine; (2) Canadian History with emphasis on the Atlantic Provinces; or (3) intra-regional topics which would link both the first two possibilities. Graduate seminars and topics courses would introduce interdisciplinary approaches. Students would have a field in Canadian history, and possibly an outside field which would provide special tools needed for

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<sup>11</sup> *Ibid.*



their research topics— i.e., statistics, economics, anthropology, literature, etc. Their teaching fields would remain primarily in American History, with a special concentration in the area of their thesis— for instance, colonial, diplomatic, economic or social, history— but NEAP graduate students would also have Canadian history as an added teaching possibility. It would be hoped that students so trained could apply this training to other regions, but could also bring an especially strong background to history departments or research centers of the New England-Atlantic Provinces region itself.<sup>12</sup>

Over the long run, Stewart's insightful calculations regarding the structure and content of the History graduate program in Canadian Studies achieved two fundamental goals: first, it won support from a clear majority of history faculty, some of whom eventually developed their own academic sub-specialties (such as Franco-American history) with a significant Canadian content. Secondly, other faculty in European, Latin American, or Asian history were able to serve on doctoral committees of Canadian-American history graduate students by supervising sub-fields in their own specialties. In addition, it enabled doctoral students coming from either side of the international border to teach U.S. and/or Canadian history, giving them a substantial advantage over more narrowly prepared competitors for academic positions in what would soon become an increasingly tight academic job market. At this writing, virtually all the Canadian history PhDs trained at the University of Maine who have gone into college and university classrooms teach both U.S. and Canadian history. The program ranks at or near the top among all Orono's doctoral offerings in the number of its academic placements.

Throughout the spring and summer of 1962 Professors Stewart and McKay devoted most of their spare moments to the Center project. Part of the former's spring "vacation" was spent visiting libraries at Colby, Bates, and Bowdoin colleges, the Maine State Library, the Portland Public Library, and the library of the Maine Historical Society. In each place she found the staff to be most cooperative in helping her to inventory their holdings on the Atlantic Provinces. "All contained some material," she reported, and several held a considerable number of books, pamphlets, etc. to be added to the union list that she

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<sup>12</sup> "New England-Atlantic Provinces Regional Studies at the University of Maine: A Graduate Program (n.d., but ca. 1962), Box #338, Folder #11, Fogler Library.

was compiling in the first stage of her survey of research materials in the State. Over the summer months she visited several libraries in Nova Scotia and New Brunswick and found "much interest" in establishing a closer relationship with the libraries in New England in general and with the University of Maine in particular. The possibility of using exchanges of duplicate material to build up Maine's [Atlantic Provinces] collection seemed worth considering. But above all, her visit "underlined the desirability of more and more frequent personal contacts among the libraries of the New England-Atlantic Provinces region."<sup>13</sup> In August, Stewart also participated in a three-day summer institute at Mt. Allison University, Sackville, NB, on the European Common Market in relation to Canada, the Commonwealth, the United Kingdom, and the United States.<sup>14</sup> Meanwhile, her colleague, Professor McKay, consulted with Alfred Bailey, the University of New Brunswick's Dean of Arts, and W.H. Smith, an economics professor who was then president of the Atlantic Provinces Economic Council. He found both to be "much interested in the Center idea, and very ready to promise support and cooperation where they could."<sup>15</sup>

It is important to note in passing that by this time there were active Canadian connections involving other Orono faculty and staff besides Stewart and McKay. For instance, during the spring of 1962 forestry faculties from the University of Maine and University of New Brunswick held a joint meeting at Orono. In June of the same year three Orono faculty participated in a conference held at the University of New Brunswick campus to study multi-purpose development in the St. John River valley. In July the University of Maine's Pulp and Paper Institute brought several prominent Canadians in this field to its program at Orono. The next month Professor Edward Ives participated in the New Brunswick Folk Festival. During August Mary Reed of the University of Maine's Fogler Library staff accompanied Stewart on her survey of libraries in the Atlantic Provinces. Additional Orono faculty served from time to time as *ad hoc* advisors or consultants on the NEAP Study Center Committee. Extra costs were covered by a working fund on the order of \$2,500 drawn from the University of Maine's Coe Fund grants, student work aid programs, and money made available by President Elliott.

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<sup>13</sup> Atlantic Libraries: A Report, Box 338, Folder #11, Fogler Library.

<sup>14</sup> Box 338, Folder #11, Fogler Library.

<sup>15</sup> Report to the NEAP Committee, April 10, 1962, Box 338, Folder #11, Fogler Library.

Over the following months several Maine faculty reported their involvement in a variety of cross-border activities. In September, 1962, economists and others from the Atlantic Provinces Economic Council and the New England Council for Economic Development gathered at Orono for a conference. The participants discussed international economic relations between the two regions and the common problems related to their similar resources, economic growth issues, and area development programs. At this meeting Stewart presented for discussion the University of Maine's proposal to establish a regional study Center. The group also considered economic relations between the two regions, resource development, the fishing industry, timberland resources, tourism, mineral resources, and area economic development policies. Two professors, a Canadian and an American, were then selected to explore the feasibility of a joint study on New England-Atlantic Provinces trade patterns.<sup>16</sup> In 1963 Alva Perry of the University of Maine and Paul Mosher of the Maine Extension Service went to Nova Scotia to study cooperative marketing organizations and procedures. They conducted interviews with businessmen, government officials, and the director of extension programs at St. Francis Xavier University. In early September of that year, a group of farmers in Digby County, Nova Scotia, met to consider organizing under Canada's agricultural rehabilitation and development act. With the aid of Professor Winthrop Pullen of Orono's Dept of Agricultural Economics, Asa Mace of the Washington County Farm and Home Administration was secured as a speaker. At the request of Dr. Edward Dow, chair of the University of Maine's History & Government Department, Victor Cardosa, a former member of the Nova Scotia House of Assembly, was secured later in 1963 to lecture to classes in history, government, sociology, and journalism at Orono.<sup>17</sup>

Although these collective efforts might have helped to justify the establishment of a Canadian Studies program, four years after Coffin's proposal the New England-Atlantic Provinces Study Center still existed only on paper. Lists of supporters had been drafted, numerous cross-border contacts acquired, and favorable endorsements of the idea recorded. Yet by far the biggest unresolved question involved funding. An NEAP Center sub-committee had evaluated various public and private sources and considered potential actions to be taken. The

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<sup>16</sup> NEAP Records, Box 338, Folder #11, Fogler Library.

<sup>17</sup> Copies of Selected Documents..., 1960-1986, NEAP Files, Folder #4, Fogler Library.

only successful application was to the Ford Foundation, and that was a modest grant underwriting a joint conference sponsored by the University of Maine and the University of New Brunswick to discuss current questions in Canadian-American relations, with special emphasis on those of concern to the New England-Atlantic Provinces region. The agreed-upon topic was "Canada and the United States: Problems and Solutions — a Regional Approach." A committee of five Orono staff (Professor Stewart and McKay, Deans Joseph Murray of Arts and Sciences and Thomas Curry of the College of Technology, and Librarian James MacCampbell) was called upon by President Elliott to make the arrangements. Fortunately for the planners, a Bangor philanthropist, Curtis Hutchins, volunteered to cover the speakers' expenses. While the conference held on November 13-14, 1964, would be physically located in Orono, it was also designed to demonstrate "the first international use" of tele-lecture technology. Both lectures and discussions held in Orono were transmitted via television to some 80 students and faculty at the University of New Brunswick in Fredericton.<sup>18</sup>

On Friday evening, November 13, President Elliott of the University of Maine presided over the opening session of the Conference that featured televised speeches by Stanley Tupper, who by then had replaced Frank Coffin as one of Maine's two representatives in Congress, and R.G. L. Fairweather, a member of the Canadian Parliament from Royal, New Brunswick. The following day was devoted to a tour of Orono's educational TV facilities, followed by group discussions among Canadian and American students and faculty on such topics as student government, library holdings, and curricula in Education, History, Political Science, English and Journalism, Resource Development, Engineering, Physics and the Natural Sciences. Subsequently, a general session summarized each of these topical confabs. While faculty and students were exchanging their ideas and experiences, Maine's President Elliott and Colin MacKay, President of the University of New Brunswick, consulted in Alumni Hall.<sup>19</sup>

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<sup>18</sup> *Bangor Daily News*, November 12, 1964, Fogler Library.

<sup>19</sup> Letter from Lloyd Elliott to Colin MacKay, October 9, 1964, Box 335, Folder #12, Fogler Library.

#### D. BIRTH OF THE NEW ENGLAND-ATLANTIC PROVINCES (NEAP) CENTER

Three years after President Elliott had signed the document outlining a proposed New England-Atlantic Provinces (NEAP) Center, he resigned his position to assume the leadership of George Washington University in Washington, D.C. The new University of Maine president, H. Edwin Young, born in Bonne Bay, Newfoundland, had grown up in Maine and earned an AB and MA on the Orono campus (*Figure 6*). During the 1940s Young had served his alma mater as an instructor before leaving to pursue a doctorate in labor economics at the University of Wisconsin. Subsequently, he had acquired several years of experience as a teacher and administrator at this University before assuming the University of Maine's presidency. Upon Young's arrival in Orono in 1965 the NEAP Committee began to concentrate upon obtaining adequate funding for both a Center and for a graduate program in Canadian Studies. The ascendancy of a new academic leader of the University of Maine who had been born in Atlantic Canada was probably considered auspicious.

Although fellowships to study the "world's major countries and many of its minor ones" were available then from both governmental and private sources in the United States, Professor Stewart explained, Canada remained a major exception. "There are no Canadian Fulbrights, Rhodes, Henry, or Marshall scholarships," she noted, "and the major American foundations have for several years been concentrating their attention and money on such areas as the Soviet Union and Africa."<sup>20</sup> Canadian government money, she added, "is understandably channeled to Canadian citizens." Among those who were sympathetic to Stewart's lament was Congressman Stanley Tupper. Upon learning that Clarkson College, an engineering school in upstate New York, was about to establish a Canadian Studies program, Tupper encouraged President Young to follow Clarkson's lead. Arguing that a "somewhat augmented program would indicate a commitment by the University as a matter of policy," in 1966 the faculty-dominated NEAP Committee submitted an enhanced budget for the 1967-69 biennium that included funds for both the Center and for graduate student fellowships.

During the mid-1960s, Tupper followed in the footsteps of Frank Coffin,

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<sup>20</sup> Commentary by Professor Stewart on Canadian-American problems, August 27, 1965, Fogler Library.



Figure 6: Newfoundland-born Dr. H. Edwin Young, President of the University of Maine, 1965-68, grew up in the State of Maine, earned both his A.B. and M.A. degrees in Orono, and strongly encouraged the University's trustees to establish a campus center promoting Canadian Studies.

Photograph courtesy of Special Collections, Fogler Library, University of Maine.

his predecessor, by focusing upon the dire state of Canadian-American affairs. In the Tupper Report, issued by 11 U.S. House members in September, 1965, he urged the U.S. Commerce Department to offer guidelines to U.S. firms doing business in Canada designed to prevent some of the cross-border friction. Two years later he wrote a book about the uncertain future of U.S.-Canada relations and called upon his fellow citizens to learn more about their northern neighbor. Americans, he said, needed an "education in the Canadian experience [that] would make the American people not simply more aware of Canada the country, but more aware as well of new means by which our own political, economic, and social systems can be made ever more effective."<sup>21</sup>

At this time, Maine Congressman William Hathaway also expressed an interest in the drive to establish a NEAP Center. On February 2, 1966, he introduced H.R. 12451 to provide "the necessary funds... to support a substantial regional Center similar to our more comprehensive proposals." Such federal funding for Canadian Studies would require the University of Maine to make a prior commitment. "If the interests and the capabilities of our own faculty, plus that of other institutions who might cooperate, can be channeled into a planned program by the end of academic 1966-67," McKay said, "we should be in a good position to initiate some of the key activities of the Center by the fall semester of 1967. Among these [activities] would be the support of a New England-Atlantic Provinces Regional Studies graduate program"<sup>22</sup> Ultimately the Maine Congressional delegation told Young of their interest in the formation of a regional Center at Orono but they concluded that no federal funds would be available.

Although probably discouraged at this point, Young responded favorably to McKay's and Stewart's arguments and turned to the University of Maine's trustees for support. In 1966 he won their backing for a statement of the goals of a proposed New England-Atlantic Provinces program:

- a) to promote and coordinate regional studies, publications in such fields as economics, history, political science, sociology, education, literature and folklore, the natural sciences, agriculture, and various aspects of regional technology;

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<sup>21</sup> See Tupper's book, *Canada and the United States: the Second Hundred Years*. (New York: Hawthorn Books, 1967), p. 27.

<sup>22</sup> Letter from McKay to President Young, May 11, 1966, Box 338, Fogler Library.

- b) to sponsor or assist with regional conferences, exchanges of personnel, and joint activities of mutual interest and concern;
- c) to work toward establishment or improving both undergraduate and graduate courses on or pertinent to New England, Atlantic Provinces, and Québec in this and other universities, and in elementary and secondary schools;
- d) to help develop a specialized research library, and an educational collection on the region at the University of Maine, and to provide an information center whose resources would be available for any regional organizations or to interested individuals;
- e) to provide materials and personnel to assist regional development programs in many fields.

Young also promoted increased cross-border academic contacts. In 1967 he told an official in the Québec Ministry of Education that he was convinced "of the value of more frequent contacts between the University of Maine and sister institutions in Québec and the Atlantic Provinces." He expressed an interest in the possibility of visits to Québec by some professors of French during the next Easter holiday.<sup>23</sup> Subsequently, a group of three Orono faculty visited the Universities of Montréal, McGill, and Laval. At each of the campuses some groundwork was laid for future cooperation and exchange of teaching staff and students. Institutional contacts were also established between the University of Maine and Dalhousie, Acadia, St. Francis Xavier, Nova Scotia Agricultural College, the University of New Brunswick, Université de Moncton, Sir George Williams (now Concordia U.), Bishop's, and Sherbrooke universities. During the winter of 1966-67 a cross-border lecture series held in Orono included talks by Maine's Harold Borns, Dalhousie's Murray Beck and Peter Waite, and the University of New Brunswick's William Y. Smith.

Under Young's tutelage the University of Maine's trustees became more actively involved in promoting Canadian Studies on campus. A program for student exchanges between Orono and Fredericton was set up whereby each school would create three \$1,000 stipends available to exchange students entering their junior year. After the first exchange, student reaction was enthusiastic. Some reported that "just living and studying in a Canadian university, even at so short a distance from Orono, made them not only increasingly aware of Canada and

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<sup>23</sup> Letter from James Clark to Julian Albert, September 8, 1967, Box 335, Folder #25, Fogler Library.



Canadians, but also gave them quite a different view of the United States and its role in the world." Stewart observed that the Maine students seemed "to have made fairly good use" of the money available for travel in the Atlantic region and in parts of Québec.

One young man thumbed his way throughout most of the Atlantic [Provinces] between early May and late July and met the usual assortment of people one might meet while hitch-hiking. Sometimes he stayed at homes of his University of New Brunswick friends. He also traveled some by plane, bus and boat. The other two students, one a woman, used autos of their own or traveled with classmates and friends.<sup>24</sup>

Another agreement authorized the admission of ten Nova Scotia Agricultural College students to Orono at in-state tuition levels. In addition, the trustees approved both travel assistance and two NEAP graduate fellowships in regional studies for entering graduate students. Three new Atlantic Provinces Graduate Scholarships replaced the older Maritime Provinces tuition awards.

This flurry of Canadian Studies program-related activities during Young's watch culminated in the creation by the University of Maine Trustees of a New England-Atlantic Provinces Center to take effect on July 1, 1968. Edgar McKay was authorized to devote half his time directing the Center, aided by a faculty committee consisting of Harold Borns (Geology), James Clark (Vice-President for Academic Affairs), Malcolm Coulter (Wildlife Management), John Coupe (Economics), Kenneth Forbes (Assistant Dean of Education), James MacCampbell (Director, Fogler Library), Winston Pullen (Associate Dean, College of Life Sciences and Agriculture), and Alice Stewart (History). As McKay put it, the trustees had "made a commitment that this University is dedicated, within the broad framework of the proposal, to the task of study and research concerned with Canadian-American relations, giving major emphasis to the New England-Atlantic Provinces-Québec region."<sup>25</sup>

The unique organizational structure of the new NEAP Center and Canadian Studies program remains to be limned. "I suppose, ideally," McKay wrote shortly after its founding, "we could organize as a self-sustaining academic unit,

<sup>24</sup> Letter from Professor Stewart to Professor Barry Gough, January 29, 1970, Fogler Library.

<sup>25</sup> Letter from McKay to Acting President Winthrop C. Libby, March 18, 1969, Box 335, Folder #18, Fogler Library.

with our own staff, and perhaps make occasional joint appointments with other academic departments in the University. Such a Center would have its own library and other essential facilities. The director might even have fewer opportunities to develop ulcers (!)" Certainly this was the way that many area study centers funded by NDEA funds had unfolded. But Maine, McKay argued, was experimenting "with another approach, wherein the Center serves as catalyst for the whole University, trying to operate outside rigid functional lines, conventional in departmental structure. The Center, therefore, is task-oriented, working with faculty members across the University who are attracted to the objectives of the program. This kind of organization provides for constantly drawing together appropriate specialists—experts in many disciplines to do whatever needs doing at the moment. This approach can be workable, however, only if administration, deans, and department heads accept the broad purposes for which the Center was established. If they do, then this University can become an institution of distinction in regional studies and Canadian-American affairs."<sup>26</sup>

More than forty years later, the wisdom of this administrative approach is self-evident to many of those who have participated as faculty, students, or visiting lecturers in the University of Maine's Canadian Studies program. Rather than erect its own bureaucratic structure, the Center has joined forces, at various times and in different circumstances, with a large number of departments, schools, and colleges on and off the campus to pursue a variety of academically worthy projects. Much of the remainder of this essay will be devoted to a description of these activities. If the State of Maine's elongated border with Canada is the ultimate justification for locating America's most comprehensive Canadian Studies program in Orono, then perhaps the unusual integration of this program into Orono's academic structure helps to explain why it continues to flourish after the departure of its founders, who, we can now assuredly say, "built better than they knew."

## E. INITIAL FUNDING

Under the direction of McKay, the Center immediately engaged in a flurry of activities. In the absence of a major external grant to underwrite the program, all

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<sup>26</sup> Interim Report for 1968-69, March 18, 1969, in Copies of Selected Documents, 1960-1986, C/A Center, Folder #4, Fogler Library.

these initiatives required only modest funding. During the summer of 1968 a teachers' institute built around the comparative historical and economic study of the Atlantic Provinces and the northern New England states was funded under Title XI of the National Defense Education Act. Later that fall, more than a hundred people drawn from Maine, New Hampshire, Vermont, Connecticut, New York, Ontario, New Brunswick, Nova Scotia, and Prince Edward Island attended a two-day New England-Atlantic Provinces Regional Studies Conference held on the Orono campus to inaugurate the new Center. The purpose was to bring together scholars from Canada and the United States who were interested in regional approaches, with special reference to the NEAP region in the fields of history, political science, economics, sociology, geography, and related disciplines. Proceedings opened with addresses from Governor Curtis of Maine and Premier Robichaud of New Brunswick, after which participants discussed present and potential regional research projects and considered techniques and resources for research projects in the NEAP area. Among the notable presentations were George Rawlyk's (Queen's University) "Nova Scotia Regionalism, 1867-1967," and Robin Winks' (Yale University) "The Un-American Nature of Canadian History." The question of whether to include Québec was not decided, and there was some sentiment for considering a separate conference on Québec and New England. The conferees also agreed that the present conference, if successful, should lead to others on specific topics.<sup>27</sup>

During the winter of 1968-69 McKay traveled to Boston to clarify the new Center's rationale for the executive director of the New England Governors' Conference. He visited an economist on the staff of the New England Regional Commission who told him there might be some financial aid available to University of Maine graduate students involved in economic studies. McKay also talked to the U.S. State Department's Joseph Scott, who controlled the Canadian Desk and promised he would "do all he could" to help the Center. The Center director extracted promises from the Canadian Consulate in Boston to help fund a workshop at Orono on teaching materials in Canadian Studies. The Consulate also agreed to underwrite a trip by Professor Ramsay Cook, the renowned Canadian historian teaching at Harvard that year, to lecture at the University of Maine. Cook's visit to Orono proved to be the first by a Canadian academic to be underwritten "by the interest and generosity" of Canada's Department of

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<sup>27</sup> Minutes of the 2nd NEAP Conference Committee Meeting, July 26, 1968, I:14, Fogler Library.

External Affairs for delivery to an American college audience.<sup>28</sup>

Still missing was a major grant to underwrite the required human and material resources necessary for a full-fledged, academically focused Canadian Studies program. A separate budget for the NEAP program had not even been considered before the trustees had created the Center. Although the University had made a commitment, it still hoped that a foundation would provide major funding for the Canadian Studies program. Now and then McKay would receive modest suggestions to that end. Colin Mackay, the University of New Brunswick's president, offered to speak to the president of the Carnegie Corporation on the Center's behalf. Others persuaded McKay to make a pitch through intermediaries to Cyrus Eaton, the well-known Nova Scotia-born American industrialist, which failed to bear fruit.

In October 1968, the most significant grant opportunity came about almost by accident at a conference on Canadian Studies held at Hobart College in upstate New York. The Donner Canadian Foundation was funding this conference to the tune of \$40,000. Professor Stewart, who was scheduled to present a paper, learned that Donner had recently granted more than a million dollars to Johns Hopkins University to organize a program in Canadian Studies designed mainly for Americans being prepared for diplomatic service. Stewart talked briefly with two Donner Foundation officials, Dr. Franklyn A. Johnson and Donald Rickerd, both of whom agreed to visit the Orono campus the following April. "The fact that they seem willing to come here to study our physical set-up and try to evaluate our own commitment to the Center's program is encouraging," McKay wrote, adding that "it must be clear to them that the programs and plans of the Center have high priority with the President, Chancellor, and Trustees of the University of Maine."<sup>29</sup>

At this crucial juncture President Young resigned his position at the University of Maine to return to Wisconsin as chancellor of the state's public higher education establishment. Fortunately for McKay and Stewart, his successor, Winthrop C. Libby, a veteran Orono student, faculty member, and administrator for nearly 40 years, succeeded Young on the eve of the Donner visit in April, 1969 (*figure 7*). A native of Caribou in northern Maine, he had graduated from the University of Maine in 1932 and had earned an MS degree in agricul-

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<sup>28</sup> *Ibid.*

<sup>29</sup> Interim Report for 1968-69, Box 335, Folder #17, Fogler Library.



Figure 7: Dr. Winthrop C. Libby, a student, faculty member, and administrator at the University of Maine for more than 40 years, served as President from 1969 to 1973. He was familiar with the Orono faculty's long-standing relations with scholars in the Maritime Provinces of Canada working on similar problems in forestry, agriculture, and fishing.

Photograph courtesy of Special Collections, Fogler Library, University of Maine.

tural economics the next year before pursuing additional work at Rutgers and Cornell. He had joined the Orono Department of Agronomy in 1934, became its head in 1943, was appointed Associate Dean of the College of Agriculture in 1950, and then became Dean of this College in 1957. According to one press commentary at the time, Libby "knows more about Orono than any man living." As a result of his many years of service in these positions, Libby became intimately familiar with the University's long-standing contacts with agronomists and extension agents in the adjacent Canadian provinces. Certainly the members of the NEAP Committee were no strangers to their veteran colleague, and they had good reason to expect that he could be counted upon to support Canadian Studies.

McKay warned Libby that a proposed reduction in the Center's 1969-70 budget below \$26,000 would seriously jeopardize "our negotiations with the Donner Foundation in April or with others... later on."<sup>30</sup> Fortunately, McKay had already received authorization under President Young to spend \$77,900 in 1968-69. Resisting pressures to reduce it, Libby raised this budget line to \$100,800 for 1969-70.<sup>31</sup> The new funds enabled another scholar to join the Orono faculty in the fall of 1969 in order to teach courses in Canadian history in the new graduate program in regional studies. Born in Dalhousie, NB, William J. McAndrew had attended public schools in Halifax and Charlottetown before earning his AB degree from Toronto's York University. Then he had served twelve years in the Canadian army in Korea, Europe, and Ghana. At the time of his appointment to University of Maine faculty he was a doctoral candidate in history at the University of British Columbia. Fortified now by this evidence of the Maine administration's solid commitment to an expanded Canadian Studies program, in 1970 the William H. Donner Foundation made a three-year grant to the Center of \$100,000 which the University agreed to match. A second three-year \$40,000 Donner grant followed in 1973 to develop Canadian curriculum materials.<sup>32</sup> The Donner funds were used to hire a full-time Center director and assistant director, several staff, and to cover Center operational expenses, while University funds were expended on the acquisition of staff in such key academic areas as geography, sociology, political science, English, and French.

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<sup>30</sup> *Ibid.*

<sup>31</sup> *Ibid.*

<sup>32</sup> Copies of Selected Documents, 1960-1986, Folder #4, Fogler Library.

Among those who had helped the University of Maine to acquire the Donner grant, none played a larger role than Colin McKay, the former president of the University of New Brunswick. In a letter to the Donner Foundation, McKay endorsed the Maine's Canadian Studies initiative.

This development [of the NEAP Center] is one in which I took a personal interest when I was President of the University of New Brunswick, and therefore I was extremely pleased to see how much progress had been made since the last time that I had met with officials of the University of Maine in the spring of 1968. Prof. Edgar McKay and his group appear to be making a valuable impact in the life of the University, and one senses that already their efforts are being appreciated and also that the University is committed to this sort of international development. It looks as if many problems in the area (such as those relating to ecology) are going to have both an American and Canadian impact in the years immediately ahead, and I am confident that the Center in Orono can play a most useful role— not only in developing a joint awareness of problems but also by making it possible to have intelligent and rational discussions concerning them.

I met with Prof. McKay's Committee... and with President Libby. Also the exchange students from the University of New Brunswick dropped in to see me, and they were unanimous in their enthusiasm for the year they were spending on the Orono campus. I was most impressed with Prof. McAndrew, the Canadian who is Assistant Director of the Center and who seemed to be just the right kind of Canadian for this work.

In view of the somewhat abrasive atmosphere surrounding U.S.-Canadian relations in recent months, it would be my guess that Centers such as the one in Orono will assume increasing importance on the North American scene. The group in Maine is off to a good start. They are quietly active in a number of areas and their efforts should have a wide impact throughout their area of New England in the months ahead.<sup>33</sup>

Rickerd was quick to respond. "It is so good to receive unsolicited comment of this sort from objective observers. All too often we are left wondering just how things are going with grants we have made, and our own visits are apt to be less revealing than they should be."<sup>34</sup>

<sup>33</sup> Letter from Colin MacKay to Donald Rickerd, March 30, 1971, Box 335, Folder #30, Fogler Library.

<sup>34</sup> Letter from Rickerd to MacKay, April 5, 1971, Fogler Library.

The University of Maine's successful effort to establish a major academic center for the study of Canada needs to be placed in a broader context. As readers may have noted already, Canadian Studies had emerged in the United States during the 1920s and 1930s in a rather haphazard fashion, inspired by the interests of a few individuals rather than by the kind of widely perceived need or threat that might have spawned a more systemic approach. At the Hobart Conference in 1968, representatives from those academic institutions interested in Canadian Studies had gathered to establish an Association for Canadian Studies in the United States (ACSUS) with the assistance of George Crowley from the Canadian Embassy in Washington. A year later Canadian-born graduates of Harvard funded a Mackenzie King Chair to be filled annually by a distinguished Canadian academic. By April, 1971, the Canadian edition of *Time* magazine was carrying a story on the increased interest being paid to Canadian Studies in U. S. universities. Still, as two cross-border academic observers noted in 1970, "few Americans have felt a need to study their northern neighbor as a distinct political entity or region." Their survey revealed that 91% of American universities still offered no courses on Canada, just 8% listed one or more courses, and only 9 schools (1%) like the University of Maine had begun to establish Canadian Studies programs. Of the latter, two-thirds like Maine's were located in the northeast U.S. border area. Hence only a handful of programs accounted for 20% of all the courses on Canada taught in the entire United States.<sup>35</sup> By contrast to this mostly regional effort in Canadian Studies, dozens of Cold War-inspired centers focusing on strategically "critical" areas and languages in Europe, Asia, Africa, Latin America, and the Middle East flourished throughout the United States during the 1960s. Many of the latter already received coveted funding from the U.S. Department of Education as a "national resource center" in their specialty.

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From 1960 to 1971 three successive presidents of the University of Maine (Lloyd Elliott, Edwin Young, and Winthrop Libby), assisted by dedicated members of the faculty and administration serving on a Canadian-American Affairs Committee, labored with the help of University of Maine trustees to

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<sup>35</sup> Dale C. Thomson and Roger F. Swanson, "Scholars, Missionaries or Counter-Imperialists?" *Canadian Journal of American Studies* (Autumn 1970), copy found in Box 335, Folder #24, Fogler Library.



establish a New England-Atlantic Provinces (later, with Québec) Study Center on the Orono campus. Along the way their efforts received endorsements from outside experts like Professor Mason Wade, prominent Maine politicians such as Frank Coffin, Stanley Tupper, and Bill Hatheway, and support from a host of Maine, New England, and Canadian academics. Starting with a proposal in 1962 defining the relationship of such a center to the University and outlining its objectives, activities, and procedures, the group gradually fleshed out the structure of graduate and undergraduate Canadian Studies courses, identified local research materials, inventoried the holdings of several regional libraries, established a regional student exchange program, conducted cross-border conferences and lectures, located funds to support graduate students, and systematically promoted the idea of an Orono-based regional Canadian Studies Center throughout the northeastern borderlands region. Encouraged by the University of Maine's leadership, the trustees approved a statement of the Center's goals in 1966 and then authorized its creation a year later. On July 1, 1968, the New England-Atlantic Provinces Center came into being. Within two years it had received substantial external funding from the Donner Foundation. One more big step still remained: a federal designation by the U.S. Department of Education transforming the program into a National Resource Center for the Study of Canada (NRCC). It would require another decade to achieve this goal.

CHAPTER 5

## A National Resource Center on Canada (NRCC) 1970-2006

THIS CHAPTER CHRONICLES the development of the University of Maine's Canadian Studies program from 1970 through 2006, the latter year precisely eight decades after Professor Imlah had introduced the first course in Canadian Studies on the Orono campus.<sup>1</sup> Three key elements in the program's evolution—leadership, funding, and program development—will be compared within three roughly decade-long eras. During each period different Maine administrators and faculty, along with numerous Center directors and their staffs, collaborated to define and implement a Canadian Studies program that involved varied tasks such as formulating undergraduate and graduate curricula, funding adequate fellowships and scholarships, recruiting graduate students, promoting cross-border faculty and student exchanges, hosting guest lecturers, organizing scholarly conferences, building up Fogler Library's Canadiana collection, and launching outreach programs designed to assist public and private schools and colleges, government agencies and business interests in Maine, New England, and the nation affected by the nation's vital economic, social, and political relations with Canada.

Formidable start-up tasks dominated efforts during the 1970s to obtain the requisite faculty, flesh out undergraduate and graduate courses in Canadian Studies, recruit students, and acquire grants to supplement state funding. During this period the program established a consortium with a similar program at the

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<sup>1</sup> Unless otherwise noted the data in this chapter were obtained from copies of the many grant applications, currently stored in the Center's archives, which had been submitted by the Canadian-American Center to various funding agencies.

University of Vermont (UVM). In 1979 a joint effort by the two land-grant universities resulted in the U.S. Office of Education awarding the first of several renewable National Resource Center on Canada (NRCC) Title VI grants to help underwrite both schools' Canadian Studies programs. Until then only Duke University's pioneering Canadian Studies program had attained NRCC status. Since then the federal government has continued to support the Maine program with federal dollars which have been supplemented by state funding, grants from the Canadian government and private foundations, and, more recently, funds from modest endowments.

During the 1980s and early 1990s an influx of new faculty, administrators and staff extended Canadian Studies more deeply into Maine's professional programs and public policy-linked arenas. At the same time the Maine-Vermont Title VI NRCC consortium was expanded to include Plattsburgh State College, a branch of the State University of New York system in close proximity to Montréal. More attention was devoted to French language immersion work and to specific public-policy related issues, especially those involving cross-border trade. Since the mid-1990s the Northeast Canadian Studies consortium consisting of Maine, Vermont (until 2006), and Plattsburgh has acquired new leadership, refined and updated several pre-existing programmatic features, and begun several new initiatives. During this period the Canadian Studies program at the University of Maine achieved a more stable leadership with less faculty turnover. The French language curriculum, the product of a long, successful transition from traditional approaches to one strictly based on the achievement of language proficiency and rooted in North American French culture and literature, is much better integrated now into the Canadian Studies curriculum. In short, this chapter chronicles the various people, programs, and resources involved in developing the University of Maine's remarkably comprehensive Canadian Studies program over a 36-year period.

## A. ACQUIRING NRCC STATUS, 1970-1981

### 1. Leadership

Three presidents served the Orono campus from the late 1960s to the mid-1980s—Winthrop C. Libby (1969-1973), Howard R. Neville (1973-1979), and Paul H. Silverman (1980-1984). While each was engaged to different degrees, all supported the nascent Canadian Studies program. Early in his presi-

dency, Libby (whose background was outlined in the preceding chapter) called for the establishment of several “centers of excellence” at the University, one of which would be in Canadian Studies. After the creation of the NEAP Center in 1968, he concluded that it would “provide us with an unparalleled opportunity to mount programs of great significance.” He cited the need for adequate funding and a clear, sharp enunciation of goals embedded within a five-year plan.<sup>2</sup> Shortly before his departure from Orono he acknowledged that the Center had begun responding to his initiative, but he left it to his successor to pull the Canadian Studies program up to the next level. Yet during Libby’s presidency the NEAP Center was authorized to add ‘Québec’ to its name.

On September 1, 1973, Howard Neville of Michigan State University (MSU) succeeded Libby as president (*figure 8*). After having earned his doctorate in economics at MSU, Neville had taught there and later had served a three-year stint as provost. While in this position he had helped a group of Michigan faculty to define an undergraduate Canadian Studies sequence. At the time this mid-western school was one of the very few American universities with an academic interest in Canada. “[Neville] is a decent man, and a good friend of the humanities,” Russel B. Nye, a Pulitzer Prize-winning MSU faculty member, told the University of Maine NEAPQ Center’s director. “I hope that you and Alice [Stewart]... will have a chance to talk to him, for he will understand perfectly what you are doing at the [Center]... Don’t let that Texas-Arkansas accent fool you; he is a sharp and intelligent man. I wish he had stayed here.”<sup>3</sup> While assembling a chronology of various activities in Canadian Studies at Orono for Neville, Professor Stewart noted how “pleasant and fortuitous” it was for Maine’s fledgling Canadian Studies program to have a forthcoming president with a “ready-made interest in Canada.”

Only a month after arriving on the Orono campus, Neville made his priorities clear to the participants in a seminar on maritime and regional studies co-sponsored by the NEAPQ Center.

I’ve not come to the University of Maine to make hasty judgments about where we should lay heavy stress in our academic enterprise. However, fairly close and long personal relations with [MSU] Professors A.J.M. Smith and Russel Nye..., both articulate and effective

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<sup>2</sup> Letter from President Libby to McAndrew, January 17, 1973, Fogler Library.

<sup>3</sup> Letter from Nye to McAndrew, August 16, 1973, Fogler Library.



Figure 8: Dr. Howard Neville had learned about Orono's Canadian Studies program while provost at Michigan State University. During his six years as President of the University of Maine, he actively supported the Canadian Studies program despite the financial challenges.

Photograph courtesy of Special Collections, Fogler Library, University of Maine.

scholars of Canadian-American concerns, have given me one academic prejudice: I think we here at this University should seek high distinction in the field of Canadian-American studies, especially with respect to the region suggested by the title of our New England-Atlantic Provinces-Quebec Center. As you experts gathered for this conference know far better than I, this area of study, potentially of great value to both nations, has been too long neglected. I hope that we, at the University of Maine at Orono, can play a leadership role in remedying this neglect....<sup>4</sup>

A year later, Neville went further, expressing a desire that the University would be able to obtain outside resources before 1980 that could "make this institution premier in the United States" in Canadian Studies. It was appropriate, he said, for both the University and the State of Maine "to have more than a casual interest in Canada" because in many respects Maine citizens "are closer to the people and the economy of the Maritime Provinces and Quebec than to most parts of the United States."<sup>5</sup>

Neville repeated this stand in other venues. He told a meeting of Canadian and American parliamentarians that he was strongly committed to the notion that "Canadian-American studies is one of the major strengths of our institution..., and it will be my policy as president to support the Center in whatever way I can."<sup>6</sup> Although he planned to reduce the number of masters and doctoral programs generally, those in Canadian Studies would continue to have "major importance." He called for a new, simpler name for the Center, for doubling or even tripling the Center budget at least for a couple of years, and for seeking a "rather substantial" naming grant as a way to create an endowment for the program. Subsequently the NEAPQ Center was re-named the Canadian-American Center to reflect the program's emerging focus on nationwide issues in cross-border relations.<sup>7</sup> Although Neville's successor, Paul Silverman, did not play

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<sup>4</sup> Cited by C.G. Reynolds & W.J. McAndrew, eds., in 1973 *Seminar in Maritime and Regional Studies* (Orono: University of Maine Press, 1973), p. 4.

<sup>5</sup> Statement at a University of Maine convocation repeated by Neville in a letter to Edgar McKay, July 23, 1974, Fogler Library.

<sup>6</sup> James Horan and Kenneth Palmer, eds., *Proceedings of an Interparliamentary Conference of Legislators from the Northeast States and Provinces of Atlantic Canada and Quebec* (Orono: University of Maine Press, 1975).

<sup>7</sup> Howard Neville, "Planning for Graduate Education at UM, 1975-1980," (Orono: November 3, 1975), pp. 7, 10.

an innovative a role, he supported his predecessor's initiatives in Canadian Studies.

Three persons directed the Center's activities during the 1970s. Near the end of President Libby's term, Edgar McKay, a senior Canadianist and the first director, retired from the faculty. His successor, Professor William McAndrew, initially had been employed at the University in 1969-70 to teach Professor Stewart's courses in Canadian history while she was on sabbatical leave. Then he had served under McKay as the Center's assistant director for two years. Upon McKay's departure in 1973 McAndrew moved up to the directorship and occupied this position until he returned to Canada in 1975, whereupon President Neville hired Ronald Tallman to take the helm. An American citizen and graduate of Wesleyan University, Tallman had worked as a journalist for the *Bangor Daily News* during the 1960s and then won a scholarship to study for a doctorate in Canadian-American history on the Orono campus. Upon completing his degree he had briefly taught Canadian history at Mankato State College in Minnesota before assuming the directorship of the Canadian Studies program at the State University College in Plattsburgh, New York. Tallman arrived on the Orono campus well seasoned to promote the development of Canadian Studies, to seek grants that would underwrite a substantial portion of it, and to teach courses in Canadian history upon occasion.

During Tallman's seven years (1975-1982) as director of the Canadian-American Center, additional specialists in Canadian Studies were hired in the fields of history, literature, Québec studies, and geography, rounding out a Canadian Studies faculty of 20 scholars. Some of those already teaching in anthropology, archaeology, art, French, and history were persuaded to employ their nascent Canadian expertise or to undergo retraining to acquire it. Other newcomers such as Dennis Violette (who had advised Maine Governor Kenneth Curtis on Canadian-American affairs), and Victor Konrad, a geographer, served as assistant directors of the Center. Marc Boucher, a doctoral student in Canadian history at the Orono campus, was employed to promote a new Québec Studies program. Graduate students coordinated the Center's Canada Year exchange program, assisted in program planning and helped to build up a collection of Canadian Studies educational materials. Tallman relied upon a committee of eight senior Canadian Studies faculty for guidance. One of them, Professor Stewart, the Program's co-founder and Tallman's academic mentor, retired from the faculty in 1980 but was retained by the Center as a part-time consultant on library acquisitions (*figure 9*).

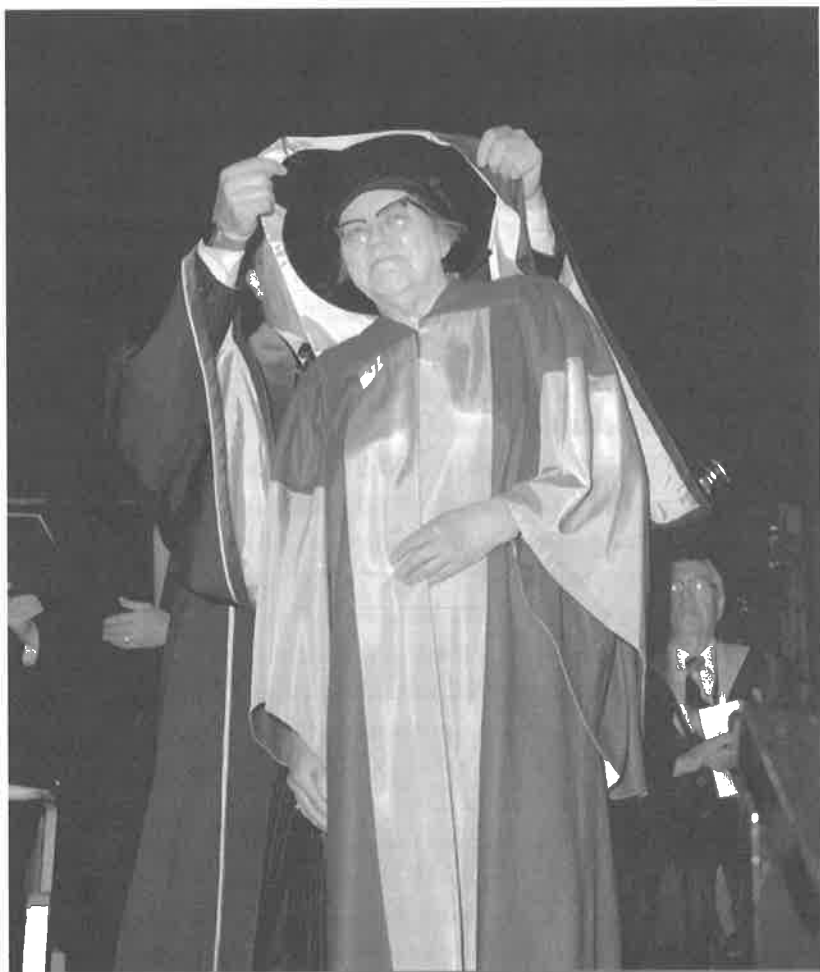


Figure 9: In recognition of her stellar contributions to the study of Canada in the United States, Professor Alice Stewart received honorary degrees from the University of New Brunswick (pictured) and from St. Mary's University (Halifax).

Photograph courtesy of Archives & Special Collections, Harriet Irving Library, University of New Brunswick, UA RG 340, #13195.



In addition to their leadership in Canadian Studies on the Orono campus, Professors Stewart, McKay, and McAndrew played prominent roles in the Association for Canadian Studies in the United States (ACSUS). Both Stewart (1971-73) and McAndrew (1973-75) served on the ACSUS Council. McKay (1975) and Stewart (1979) were awarded Donner Medals for their contributions to Canadian Studies in the United States.

## 2. Funding, 1970-1981

Under the leadership of McKay, McAndrew, and Tallman, the Center won external grants that significantly increased the limited funding available from University coffers. As noted in the previous chapter, the first grant, authored by Edgar McKay with a \$100,000 tag covering three years, had been awarded to the Center by the Donner Foundation in 1970. These funds were used to cover staff and Center operations, while University funds underwrote new programs. In the 1972-73 Center budget of \$86,754, Donner provided \$34,000, the University \$35,500, and \$15,945 was carried over from two previous year's surpluses.

In 1973 Professor McAndrew submitted a budget request to the University of Maine administration for \$50,550 to fund the Center during the next fiscal year, and a grant proposal to Donner for another \$100,000 for 1973-76. This time the Foundation rejected the requested amount, although it did give the Center \$14,500 in 1974-75, \$11,500 in 1975-76, and \$7,000 in 1976-77. The first two of these grants enabled the Center to publish a series of learning activity packets in Canadian Studies that were adopted by nearly 200 North American school systems. During the early 1970s the government of Canada also supported the Center with gifts worth about \$3,500 a year, most of it in the form of publications and audiovisual materials for the Center's outreach program to schools. At the same time President Neville authorized \$44,353 for the Center from University funds in both 1974-75 and 1975-76. In a period of severe financial austerity during 1976-77 he actually raised the Center's budget to \$46,756. These increases are especially significant when viewed in the context of the budget cuts imposed on the University of Maine System at this time by Governor James Longley. Neville also gave the Center a big chunk of \$65,000 additional dollars the University received from the legislature in 1974. In all, Neville was able to raise the Center budget by about 20 percent. He continued his strong backing of Canadian Studies during the summer of 1976 by moving the Canadian-American Center from cramped space in Fogler Library to its own

building, re-named Canada House, on the fringe of the Orono campus. The nine-room structure was officially opened in September, 1976, by J. H. Warren, the Canadian Ambassador to the U.S. It provided the Center with a graduate seminar room and adequate space to accommodate a number of staff engaged in developing and administering new programs.

Under the direction of Tallman, the University's Canadian-American Center won three major grants in 1976-1977. First, the National Endowment for the Humanities awarded a \$49,605 planning grant to begin the process of creating an integrated undergraduate Canadian Studies curriculum. Using these funds the Center employed Victor Konrad, a cultural geographer, to coordinate the initial offerings of CAN 1: Introduction to Canadian Studies, an undergraduate interdisciplinary course that attracted an overflow enrollment the following year. CAN 1 (now CAN 101) remains to this day a prerequisite to the study of Canadian Studies at the undergraduate level. Secondly, a multi-year, \$150,000 grant from the provincial government of Québec funded a French-Canada program. It had been drafted by Tallman in 1975 with the assistance of Dennis Violette. The next year Marc Boucher came to Orono from Bishop's University (Québec) to replace Violette and assume primary responsibility for implementing the interdisciplinary program in Québec studies. Meanwhile, Professor James Herlan of the Department of Foreign Languages received financial support from both the Donner Foundation and the Québec government to attend a graduate program in *Études Québécoises* at L'université du Québec à Trois Rivières over an 18-month period in 1976-77 that prepared him to teach in the new Québec studies program at Orono. Upon his return, Herlan introduced successful courses on French-Canadian civilization, the Québec novel, and the media in French-Canada. By 1979 the Department of Modern Languages was able to offer its majors a new B.A. degree in French with a North American option that included courses on Québec literature, politics, language, history, and culture, most of them taught in French or requiring a reading knowledge of French. This program was aided by a new grant of \$99,703 awarded in 1977 by the Donner Foundation to fund French-Canadian Studies at the University of Maine.

During the Center's first decade, funding for outreach efforts became an important component of Canadian studies at the Orono campus. In 1979 the National Endowment for the Humanities granted \$332,000 to the College of Education for a Canadian/Franco-American Teachers' Institute to be held that summer. Administered by Professor Stanley Freeman of that College, the project

attracted 50 teachers from 20 school systems in the six New England states to create classroom materials in Canadian, French-Canadian, and Franco-American studies covering such topics as population growth, settlements, migration, urban plans, and culture. At the end of their work, the teachers were taken to Québec, New Brunswick, and Nova Scotia to study important sites at first hand. Professor Freeman compiled a curriculum guide, *Consider Canada*, which was published by the Center and widely distributed to teachers on both sides of the international boundary.

In one area — private gifts— the Center's fund-raising fell short. During the 1970s it was rare for the program to receive more than a \$100 a year in gifts. Tallman wanted to hire a staff associate for Center projects and development who would be responsible for fund-raising and community outreach, as well to promote Center activity. He envisioned three types of gifts— those in the \$10-\$100 range from people who directly benefitted from Center programs; large gifts of \$100-\$5,000 from others in the community dealing regularly with Canadian affairs; and corporate gifts of \$5,000 and up. But the scheme was never implemented. Similarly, an effort touted by Neville to attract a "naming" gift of several million dollars to launch a Center endowment ultimately failed to entice either the Canadian-born American industrialist, Cyrus Eaton, Halifax's beer barons, the Oland family, or a prominent Maine summer resident, David Rockefeller, to endow the University's Canadian-American Center.

As the title of this chapter suggests, a drive to obtain federal dollars under the National Defense Education Act became the chief focus in Canadian-American Center fund-raising efforts during the 1970s. In 1976 Tallman submitted the program's first application to the U.S. Department of Education for a three-year Title VI grant of \$102,659, coupling it with an anticipated \$262,790 in non-federal (i.e., mostly state) contributions to the program. This document clearly reveals where the University's Canadian Studies leaders wanted to go at that time. They hoped to win approval from the University faculty to launch a baccalaureate degree in Canadian Studies, to explore the feasibility of establishing a new interdisciplinary graduate program, to strengthen the undergraduate minor, to make more joint faculty appointments between departments and the Center, to enhance the existing MA and PhD programs with Canadian content, to assist Canadian academic programs elsewhere in Maine and the United States at both the public school and university levels, and to fund exchanges, lectures, and conferences that would promote a greater understanding of Canada in the

United States. Although the U.S. Office of Education rejected the Center's first Title VI application, Tallman managed to raise roughly \$650,000 in other external support during 1976-79 for program development, library expansion, professional conferences, and educational outreach.

In the spring of 1979 the directors of the Canadian Studies programs at the University of Maine and the University of Vermont decided to file a joint application to the U. S. Office of Education for a one academic year (i.e., 1979-80) Title VI request for \$110,000. Maine's share was \$62,000, while Vermont's portion was \$48,000. This time they were successful. As a press release announcing the grant pointed out, these two institutions had now joined Duke to become the only American universities at that time to receive National Resource Center (NRC) funding under the National Defense Education Act. The grant paid for library books and reference materials, general supplies, visiting scholars, professional development workshops, scholarships and fellowships, faculty travel, and, in Maine's case, a faculty position in the Department of Economics. At the same time, the University committed \$370,000 in 1979-80 for Canadian Studies faculty salaries and support services. Most important, though, this coveted NRC status offered the University's Canadian Studies program future opportunities to compete for longer-term federal funding.

### **3. Program Development, 1971-1981**

There are many elements in a multifaceted, interdisciplinary academic program. They include the library books and other research materials available to both faculty and students, the quantity and quality of the resident faculty, visiting faculty, and invited lecturers, the undergraduate and graduate curricula, the availability of fellowships and scholarships for many talented prospective graduate students, the presence of faculty and student inter-university exchange programs, the quality of academic conferences held on campus, and the outreach programs and publications designed to serve other educational centers in the state, region, and nation. Each of these aspects will be examined in this chapter for 1971-1981 (as well as for succeeding decades) under the general rubric of "program development," although some will also be mentioned in connection with the initial acquisition of external funding for them.

During the 1970s the University of Maine's core *Canadian Studies curriculum* significantly expanded. At the start there were just seven undergraduate and three graduate courses, most on Canadian history and politics. At this time

the long-term goal of the Center was to add a bachelor's degree in Canadian Studies for undergraduates and an interdisciplinary master's degree in Canadian Studies at the graduate level. Until then, Maine undergraduates were encouraged to pursue a minor or "course cluster" concentration in Canadian Studies which by 1979 had attracted 50 students. Between 1969 and 1972 the Center began sponsoring summer session courses in Canadian literature, geography, and history that continued throughout the decade. By the fall of 1974 all the four-year colleges in the University had approved an interdisciplinary minor or concentration in Canadian Studies that would provide "a special area of study for students who are planning to be teachers, businessmen, government employees, or enter a profession where a knowledge of Canada might be useful." Two years later, CAN 1, the introductory, multi-disciplinary course in Canadian Studies, was introduced. The lectures in this course are provided mostly by Orono Canadian Studies faculty, supplemented by visiting scholars. They offer a general introduction to Canadian society, culture, history, native peoples, environment, education, technology, economy, business, and diplomacy. Toward the end of the course the class is taken on a field trip to Ottawa. The undergraduate minor or course cluster in Canadian Studies was supplemented by more focused summer courses. For instance, during the summer of 1980, Dr. Jean Daigle of the University of Moncton, a University of Maine doctoral graduate, taught a summer honors course (HR 152) in Acadian history that included a field trip to Acadian settlements in the Maritime Provinces.

How many University of Maine *undergraduate students* were involved in learning about Canada during this decade, and from what departments? In all, nearly 300 were taking Canada-related courses each semester that were being taught by 21 faculty from the six colleges on the Orono campus. At this time students from the College of Business Administration alone comprised nearly 40 percent of the CAN 1 annual enrollment. Fifty-two members of the class of 1982 amassed a minimum of 15 credit hours in Canadian Studies course work while majoring in a wide range of disciplines. During this period some of the more enthusiastic undergraduates organized a club that sponsored Canada-themed lectures and cultural or recreational activities such as bus trips to the Québec City Winter Carnival. By 1979 Club Canada had attracted about 60 members.

When the NEAPQ Center was set up during the late 1960s, the University of Maine trustees created several *fellowships and scholarships* to fund both graduate and undergraduate students in Canadian Studies. Besides the three Atlantic Provinces graduate scholarships that the trustees had established during the 1920s, graduate students could compete for two new NEAPQ fellowships established in 1968 to pursue graduate study “in the field of regional studies on New England and/or the Atlantic Provinces of Canada.” The trustees permitted the Graduate School Executive Committee to include Québec studies at their discretion. At the undergraduate level during this period the trustees approved an agreement between the University of Maine and the Nova Scotia Agricultural College (NSAC) to admit 10 of their juniors or seniors at in-state tuition rates.

At the *graduate level*, by the fall of 1970 the Canadian-American history program had succeeded in placing doctoral candidates in academic positions at two Canadian universities and two American colleges. Two years later, nine additional students were working on doctorates and five on master’s degrees in Canadian history. The College of Education started a master’s degree program in secondary school counseling in conjunction with the University of Québec at Montréal (UQAM), thereby allowing francophone teachers from New England and Canada to take courses taught in French at both Maine and UQAM. In 1974 two history graduate students successfully earned prestigious dissertation research grants from the Newberry Library Center and Canada Council. The Canadian-American Center also helped to make available Huntsman Marine Biological Laboratory facilities in St. Andrews, New Brunswick to University of Maine graduate students and faculty in the marine sciences. During the first decade of graduate study in the new Maine Canadian Studies program, more graduate degrees were earned than during the previous thirty years.

#### Canada-Focused Graduate Theses at the University of Maine, 1940 – 1970

Masters	Doctorates	Total
15	1	16

#### Canada-Focused Graduate Theses at the University of Maine , 1971 – 1981

Masters	Doctorates	Total
13	8	21

*Cross-border student and faculty exchanges* gradually emerged during this period. The initial goal of the Maine Canadian Studies program was to draw up operational agreements with other colleges and universities in the region authorizing an exchange of professors, lecturers, and students in areas of special strength. In 1968 Orono and the Nova Scotia Agricultural College signed a memorandum setting up three \$1,000 stipends to fund junior-year student exchanges. In the same year a memorandum approved by University of Maine trustees and the University of New Brunswick (UNB) permitted each to establish three \$1,000 stipends to fund junior year exchanges. Under this arrangement, by 1975 36 University of Maine students had spent their junior year in Canada and 21 students from Fredericton had studied at Orono. Junior year student exchanges were expanded to include Laval (Québec) and Acadia (Nova Scotia). The University of Maine School of Law in Portland established informal ties with Faculty of Law at Dalhousie University in Halifax with a view to exploring ways of increasing academic cross-fertilization between the two institutions. Out of this relationship came an annual trilateral moot competition that included University of New Brunswick law students as well. The arrangements permitted student counsel to draw on both American and Canadian jurisprudence in support of their arguments. In an attempt to raise the number of exchange students, in June, 1976, Maine President Howard Neville hosted talks with the University of New Brunswick and other universities in Atlantic Canada. A year later the Maine and Dalhousie law schools formally established a student exchange program. As a result of several similar arrangements, by the late 1970s University of Maine students were attending Memorial University (Newfoundland), the University of Prince Edward Island (UPEI), Dalhousie, Acadia, Laval, Sherbrooke, Chicoutimi, McGill, York, Windsor, Simon Fraser, Victoria and Toronto as well as the University of New Brunswick.

As for faculty exchanges, during the summer of 1976, Center director Ron Tallman taught a course at Mt. Allison University in Sackville, NB, while historian David Beattie of Mt. Allison taught a course at Orono. Three years later two Canadian history specialists, Orono's Robert Babcock and Fredericton's Philip Buckner, taught in each other's summer program. Orono's folklorist, Edward "Sandy" Ives, who had initiated a pioneering summer faculty exchange with the University of New Brunswick's Fred Cogswell during the 1960s, also taught a course in folklore at UPEI during the 1970s (*figure 10*). Faculty from both the College of Education and the Departments of Wildlife Management

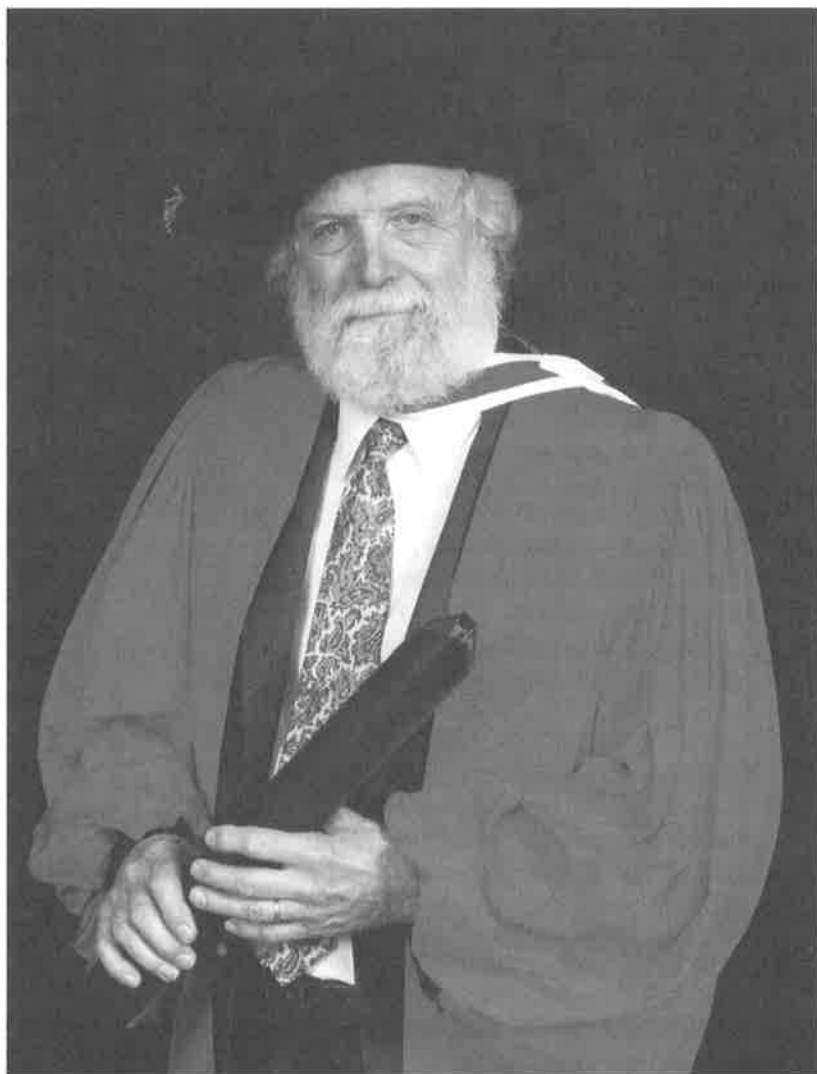


Figure 10: Professor Edward "Sandy" Ives, founder of the Maine Folklife Center, taught at Orono for over four decades and became widely known in the U.S. and Canada for his field work in rural Maine and the Maritime Provinces. In recognition of his scholarship, both the University of Prince Edward Island and Memorial University of Newfoundland (*pictured*) awarded him honorary degrees.

Photograph courtesy of Edward D. Ives.



and Natural Resources at Maine conducted annual seminars for exchange faculty and graduate students from Canada. Another agreement signed in 1978 between the Canadian Studies programs at Orono and Western Washington University at Bellingham resulted in regular semester-long exchanges of faculty for nearly a decade.

From the start, a variety of *guest lecturers* enriched Maine's Canadian Studies program. Besides delivering a public lecture, most guests also talked to students in various classes, participated in graduate seminars, and acted as consultants on Fogler's library holdings.

*Visiting Canadian Studies Lecturers, 1967-1979*

George Rawlyk, historian (Queen's) 1967  
 Robin Winks, historian (Yale) 1967  
 Murray Beck, historian (Dalhousie) 1967  
 Ramsay Cook, historian (Toronto) 1968  
 Peter Waite, historian (Dalhousie) 1968  
 William Y. Smith, economist (UNB) 1968  
 Edward Miles, geographer (UVM) 1968  
 Craig Brown, historian (Toronto) 1969  
 Joseph Scott, (U.S. State Dept), 1969  
 George Crowley, (Canadian Embassy) 1970  
 M.J. Delisle, (Canadian Consul, Boston) 1970  
 Dale Thomson, political science (Johns Hopkins) 1971  
 Clarence Tracy, literature (Acadia U.) 1971  
 Richard McKiernan, (USIA) 1972  
 Mason Wade, historian (Western Ontario) 1972  
 John Porter, sociologist (Carleton) 1974  
 Russel Nye, literature (Michigan State) 1975  
 A.J.M. Smith, literature (Michigan State) 1975  
 Gerald Craig, historian (Toronto) 1975  
 Dennis Reid, art historian (National Gallery of Canada) 1976  
 Eric Ross, geographer (Mt. Allison) 1976  
 John Allen, geographer (U. Conn.) 1977  
 Barry Lord, art historian (National Gallery of Canada) 1977  
 Barry Gough, historian (Waterloo) 1978  
 Gregory Kealey, historian (Memorial) 1979  
 John Holmes, political scientist (Canadian Institute for International Affairs) 1979  
 Mason Wade, historian (Dartmouth) 1979  
 Louis Balthazar, political scientist (Laval) 1979

Fernand Ouellet, historian (U. Ottawa) 1979

Ronald Sutherland, literature (U. Sherbrooke) 1979

Numerous faculty and student *conferences or seminars* in Canadian Studies took place during the period from 1968 to 1980. One of the first was the New England-Atlantic Provinces Inaugural Conference on Regional Studies held in Orono on November 8 – 9, 1968. Its purpose was to bring together scholars from Canada and the United States who were interested in regional approaches (with special reference to the New England-Atlantic Provinces region) in the fields of history, political science, economics, sociology, geography, and related disciplines. More than 100 academics from Maine, New Hampshire, Connecticut, Vermont, Massachusetts, New York, Ontario, New Brunswick, Nova Scotia, and Prince Edward Island participated. After opening addresses by Maine Governor Kenneth Curtis and New Brunswick Premier Louis Robichaud, the group participated in sessions on the northeastern borderlands' history, geography, and economy, and discussed present and potential research possibilities in the region.

While the hosts of the 1968 conference postponed a decision on whether or not to include Québec within this regional grouping, four years later this question received a resounding affirmation at a conference in Orono on the French in New England, Acadia and Québec. More than 150 people, including historians, sociologists, economists, language and folklore specialists, educators, clerics, graduate students and members of the general public, attended a series of lectures and discussions titled "The French in New England, Acadia, and Québec" at the University of Maine on May 1-2, 1972. As noted earlier in this chapter, Center staff and Canadian Studies faculty had been working hard to obtain grants to fund courses and purchase materials on French Canada and Franco-Americans. President Libby told the assembled crowd that Maine had been trying "consciously and sincerely to move its resources towards more significant programs for Franco-Americans...[in order to make] this state and our people aware of the contributions of this group to the culture, growth and economy of this state."<sup>8</sup> In all, fifteen papers were presented. Scholars such as Mason Wade (then teaching at the University of Western Ontario), Jean-Louis Roy (Director of French-Canadian Studies at McGill), and Luc Lacourciere (Professor of Folklore, Laval) delivered the results of their research on the Loyalists and Acadians,

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<sup>8</sup> Conference Proceedings (n.p.)

Québec society and American proximity in the 20th century, and the French oral tradition in New England and French Canada. Among the distinguished scholars or public figures who participated in the discussions were M. Adelard Savoie, President of the University of Moncton, Yves Dubé, Dean of the Faculty of Social Sciences at McGill, and Louis Robichaud, former Premier of New Brunswick.

Bracketing the 1972 conference on the French in New England and eastern Canada were two others, both on maritime and regional studies, that were co-sponsored by the NEAP Center. The first involved 18 scholars from Canada, Britain and the U.S. — notably Gerald Graham, Robert Albion, and Clark Reynolds — and 22 graduate students drawn mostly from Orono with a scattering from Ontario, New Brunswick, and New Hampshire. Among the key papers were Graham's "The Pacific and Indian Oceans," Albion's "The Atlantic Ocean," and Reynolds' "Studies in Military and Maritime History." Three essays were presented at a section titled "The Philosopher-Historians in the Golden Age of Naval Thought," and another three in a section on "Research and Publication in Maritime and Regional Subjects." Fourteen members of the Maine History faculty participated in these discussions. At the second conference on Maritime and Regional Studies in 1973, the thirteen papers revolved around a broad theme — *The North Atlantic Strategic Pivot* — with sub-topics on "History of the Sea," "The Ocean Resource," "Anglo-American Naval Traditions," "Maritime Preservation" and "The Russian Oceanic Threat: Real or Imagined?" Faculty from the University of Maine, Acadia, Duke, and Dalhousie dominated the roster.

During the 1970s faculty and students at the University of Maine School of Law participated in two cross-border conferences. In October, 1976, Dalhousie's Law School hosted a conference on "Is the Common Law Dead?" that brought together Canadian and U.S. judges, law teachers, and practicing attorneys to discuss trends in the development of common law and to compare judicial approaches in the United States and Canada. Two years later, Maine's Law School hosted a joint Marine Law Conference at which Canadian and American authorities on marine and environmental issues discussed laws of the sea, the fisheries, and energy issues.

Faculty, administrators, and graduate students at the Orono campus participated in three notable conferences in 1978. First, the University of Maine hosted a gathering of presidents from all the Maritime Provinces colleges and

universities. Then three Orono faculty and four of their Canadian-American history graduate students attended the annual meeting of the Association of Atlantic Historians at Fortress Louisbourg on Cape Breton Island, Nova Scotia. Lastly, a conference marking the 40th anniversary of the 1938 discussions at Orono on Educational Problems in Canadian-American Relations, jointly sponsored by Maine's Canadian-American Center and the Atlantic Institution of Education in Halifax, was held in Orono. The Canadian Ambassador to the United States, Peter Towe, opened the three-day session that was attended by 150 guests.

Well before the creation of the NEAP Center in 1968, Professor Stewart had begun to compile inventories of *library materials* on Canada to be found in all the major and minor libraries of Maine, New England, and the Maritime provinces. Based on her work, during the early 1970s the Center published useful bibliographies listing this material. As the Maine program began to take shape, Stewart's bibliographies helped the Center to build up Fogler Library's collection on topics such as Canada, Franco-Americans, Canadian-American relations, and Maine-Maritimes Native Americans. This goal was also attained via faculty recommendations, donations and exchanges between libraries, gifts from private libraries rich in Canadiana, matching donations from the Donner Foundation, purchases from private funds, and through a University of Maine Canadian Library Fund set up to purchase books and research materials on Canada. By 1979 Fogler had accumulated 10,530 book titles on Canada, and this figure did not include additional volumes with substantial sections devoted to that nation. More than a thousand of these sources were in French. At this time the library subscribed to 107 Canadian periodicals bound in 1,425 volumes. Researchers could also draw upon 103 reels of microfilm material, 32 sheets of microfiche data, and 30 Canadian newspapers with back issues on about 1,350 reels of microfilm. Fogler Library also became a partial depository for 95 percent of Canadian government documents offered to libraries, consisting of about 1,700 linear feet of printed materials, another 366 microform reels, and 3,000 microfiche sheets. From this already substantial baseline, Parts B and C of this chapter will chronicle the enormous growth of Fogler's Canadiana Collection over the next two decades.

*Outreach to the state, region, and nation* began soon after the University of Maine's Canadian Studies program had been set up. During the 1970s the Center actively promoted the study of Canada in Maine's elementary and

secondary schools. A curriculum committee composed of public school teachers and university faculty developed classroom materials with the aid of a federal Health, Education, and Welfare Department grant. By 1975 about 20 Maine elementary teachers were using 16 Canadian Studies Learning Activity Packages (LAPS) developed by this committee. Four years later over 175 schools in the U.S. and broad were using these LAPS. Turning its attention to high schools, the committee prepared a revised edition of *Teaching Canada*, a comprehensive bibliography for teachers, and the Canadian Embassy ordered 8,000 copies for their consulates in the United States to distribute. During the summer of 1979 fifty teachers enrolled in a Canadian/Franco-American Teachers Institute at Orono that was funded by the National Endowment for the Humanities. First the participants produced a "scratch atlas" of French North America revealing settlement and migration patterns, land usage, and urban aspects. Then they were taken on a field trip to various French-Canadian and Acadian sites in Québec, New Brunswick, and Nova Scotia.

During the fall of 1975 the Center organized another outreach effort called the Maine Council for Canadian Studies (MCCS) to assist faculty in the state's private and public colleges who were already teaching or wanted to offer courses with significant Canadian content. The Council was designed to bring together an active community of Maine scholars who were interested in Canada, to provide them with opportunities for cross-fertilization and communication, and to offer support to those individuals developing Canadian Studies curricula in their respective institutions. By 1979 MCCS membership included 41 scholars from nine Maine institutions of higher education doing research or teaching Canadian topics. Center Director Ron Tallman served as the group's executive director.

During the 1970s there were at least three indications that the University of Maine's Canadian Studies program was exerting a positive impact. According to an *evaluation* conducted by Association for Canadian Studies in the United States (ACSUS), the Maine program offered more courses on Canada than any other college or university in the United States. Secondly, in 1974 the American Association for State & Local History gave the NEAPQ Center its Award of Merit for the program's "concept of international regionalism and its assistance in developing a regional history graduate program in other departments of the university." Lastly, after conducting an external evaluation, Dale Thomson, a McGill University administrator, lauded Orono's Canadian Studies for its

“unique, complementary place in the loose network of institutes, centers, and programs devoted to Canadian studies in the United States.”

## **PART B. EXPANDING CANADIAN-AMERICAN STUDIES, 1981-1994**

During this period Maine's Canadian Studies program expanded considerably under the leadership of three new presidents, two new Center directors, and several incoming assistant directors involved in program development and administration. New Canadian Studies positions or replacement appointments took place in history, literature, political science, business administration, economics, forestry, and French, with some of the new faculty also cross-appointed to the Center. Responding to this growth, President Silverman moved the Center to a larger campus facility in 1983. During the same year the Maine/Vermont Canadian Studies consortium expanded to include a third partner, the State University College at Plattsburgh in upstate New York which, in turn, stimulated the creation of some new consortium-wide activities. Between 1984-89 these included seminars in the key Canadian Studies disciplines. For instance, Vermont hosted faculty discussions in geography, Maine in history, and Plattsburgh in the teaching of French. All three also examined business-focused instruction in Canadian Studies. At the national level, contemporary interest during this period focused on lowering trade barriers between Canada and the United States, thereby multiplying initiatives in cross-border public policy research and instruction at Maine. Related to this initiative was the Center's launch of a journal, *Canadian-American Public Policy*, in 1992 (see Appendix II for a listing of titles) that gradually attracted a substantial cross-border readership. Orono faculty and student exchanges, primarily with Canadian universities, also increased significantly during this period. In short, some two and a half decades after the creation of the NEAPQ Center, another generation of specialists in Canadian Studies had come together at the University of Maine to mold a more diversified and highly respected program.

### **1. Leadership, 1981-1994**

Four presidents served the University from the early 1980s to the mid-1990s—Paul Silverman (1980-1984), Arthur M. Johnson (1984-1986), Dale W. Lick (1986-1991), and Fred Hutchinson (1992-1997). Both Johnson, a New Englan-

der, and Hutchinson, a native of Maine, had been elevated to the presidency from Orono's faculty ranks. These two "insiders," one from the College of Arts & Sciences and the other from the College of Agriculture, had known Edgar McKay and Alice Stewart for several years and seemed predisposed to support Canadian Studies. As Stewart's departmental colleague, Johnson had worked with her on the doctoral committees of some Canadian-American history graduate students, while Hutchinson had known her from shared projects at the campus level. Although the two "outsiders," Silverman and Lick, had come to Orono without significant exposure to Canadian Studies activities at their campus leadership positions in California and Georgia, both soon recognized the widely visible "Canada factor" profoundly influencing Maine's history, culture, and economy. Silverman provided the program with more office space and a larger seminar room, and Lick was instrumental in moving the University of Maine's hockey program to a higher intercollegiate level (Hockey East), thereby attracting several top-notch scholar-athletes from Canada who helped the Black Bears hockey team win national intercollegiate hockey titles during this period.

Upon succeeding Silverman, President Johnson made it clear that Canadian Studies would receive considerable emphasis during his presidency. In his long-range financial plan, Johnson gave the program one of his highest priorities, promising in particular to support more graduate fellowships as well as funds for additional program development. In 1985 Johnson also commissioned a survey of all the Canada-related teaching, research, and public service activities then taking place on the Orono campus (see a summary of the Report in Appendix I). No other document better reveals the extraordinary range and the depth of Orono faculty cross-border engagements taking place during this era.

After Johnson's retirement from the University of Maine faculty and presidency, Dale Lick assumed the leadership in the fall of 1986. Announcing his priorities somewhat later, he also placed the expansion of the Canadian Studies graduate program among his top goals. Another of Lick's objectives was to use inter-varsity athletics (including hockey) as a vehicle to attract the interest and financial involvement of Maine alumni in university affairs. Upon his departure in 1991, Fred Hutchinson assumed the presidency in 1992.

During the 1980s and early 1990s, leadership of the University of Maine Canadian-American Center changed on four occasions. In 1982 Ronald Tallman stepped down to become interim Associate Vice-President of Academic Affairs at Orono, and two years later he left the campus to assume a senior administrative

post at another academic institution. Victor Konrad, his assistant at the Center, served as acting director of the Center during 1982-83. A Canadian citizen, Konrad had earned a doctorate in geography from McMaster University in Ontario. Upon completion of his graduate studies, he had joined Maine's Canadian Studies program in 1976 to teach courses in geography and supervise the launching of CAN 1, the new introductory course in Orono's Canadian Studies program. At the time Tallman left, Konrad was already slated to teach for a year under the recently established Canadian Studies faculty exchange program with Western Washington University. Consequently, Professor James Herlan, a specialist in Québec Studies, served as acting Center director during 1983-84. Upon his return to Orono in the fall of 1984, Konrad assumed the directorship of the Canadian-American Center, serving in that post until his departure in 1991 to administer a new Fulbright Canadian-American Scholarship Program based in Ottawa. Economics Professor Peter Morici, a senior scholar who had joined the Maine faculty in 1988, succeeded Konrad as Center director in 1991. Before coming to Orono, Morici was already widely known on both sides of the border for his prolific scholarship on Canadian-American trade issues. For several years he had been vice-president and research director responsible for Canadian-American relations at the National Planning Association in Washington, D.C., and he had also served as secretary-treasurer for ACSUS from 1985 to 1989.

Partly as a result of turnover at the top and among the Canadian Studies leadership, and partly because of the continuing expansion of the Canadian Studies program at Orono, during this period several faculty served stints as assistant or associate directors of the Center. From 1983 to 1988 Professor Herlan was also assistant director of Franco-American Studies. Then Professor Jacques Ferland, a Québec native and a member of the Maine Department of History with a doctorate from McGill, assumed this position until 1991. Stephen Hornsby, who had come to Maine in 1987 as a professor of geography, served first as assistant director of the Center from 1988 to 1991 and then as associate director from 1991 to 1994 when Morici left Orono to join the U.S. International Trade Commission. Among other new Center staffers acquired during this period were Betsy Beattie, replacing Alice Stewart in 1989 as coordinator of the Fogler Canadiana collection, Gail Yvon, outreach coordinator appointed in 1987 who served in this position for a decade, Amy Morin, the Center's administrative assistant from 1983 to 2001, and her successor, Nancy Strayer, who had joined the Center secretarial staff in 1986.



Two of the four faculty who served as directors of the Canadian-American Center during this period, Ronald Tallman (1981-83) and Victor Konrad (1989-91), also served as presidents of the Association for Canadian Studies in the United States (ACSUS). In addition, Konrad was awarded the Donner Medal by ACSUS in 2001 for his contributions to Canadian Studies in the United States.

## **2. Funding, 1981-1994**

By the early 1980s the two schools participating in the Title VI Northeast Canadian Studies Consortium (NCSC) annually received \$62,000 a year (Maine) and \$48,000 (Vermont). By the mid-1980s Maine was receiving \$80,500, Vermont \$81,500, and Plattsburgh \$78,000. Throughout the remainder of this decade the federal government granted roughly similar Title VI amounts to the three institutions for library purchases, faculty development, visiting scholars, professional workshops, faculty travel, faculty positions, and program evaluation. In addition, the William H. Donner Foundation gave \$134,042 to the NCSC to support a national resource management and trade program dealing with trade-related problems in forestry, fisheries, and agriculture. At the same time, University of Maine funding annually ranged between a half and three-quarters of a million dollars for Canadian Studies faculty salaries, support services, and program development. The Center budget averaged slightly more than \$100,000 *per annum*. Much of this period's new spending was linked to the growth of teaching and research on cross-border public policy-related issues.

## **3. Program Development, 1981-1994**

During the 1980s and early 1990s, the *Canadian Studies curriculum* broadened and deepened its academic roots at the Orono campus. A committee of 27 faculty, representing 13 academic disciplines, plus eight additional key faculty working in six professional schools, helped administer the program. Core disciplines included anthropology, economics, English literature, French literature, geography, history, and political science. Each of these offered at least four courses with substantial Canadian content, and three disciplines (anthropology, French literature, and history) contributed a dozen or more courses to the program. Art, geology, music, oceanography, sociology, and theater also offered courses with Canadian content. In the professional arena, faculty at the Maine School of Law taught a Canadian legal systems course, an advanced Canadian-American constitutional law seminar, and ten additional courses with substantial

Canadian content involving international business law as well as natural resources, trade, labor, ocean, coastal, and comparative law. The Colleges of Business, Education, and Forest Resources, along with the Department of Journalism, began to offer courses with significant Canadian content at either or both undergraduate and graduate levels.

During the 1980s and early 1990s, the U.S.-Canada relationship spawned an expanding number of public policy issues ranging from multi-billion dollar cross-border hydroelectric transfers, to cross-border air and water pollution, to control over the fisheries in various boundary waters. In response to a growing need for expertise in these public policy issues, Maine expanded Canadian studies graduate and undergraduate instruction into additional social science and professional fields. Four new appointments (in political science, business administration, economics, and forestry) bolstered the number of Canadian Studies faculty with competence in cross-border trade and resource management in particular. By the end of this period Canadian Studies at the University of Maine involved dozens of faculty, many of whom were bringing their expertise to two or three of the chief pursuits of academics: teaching, research/publication, and public service.

The *teaching of French* was significantly upgraded during this period. A new language laboratory containing the latest technological aids, including a satellite link to Québec that offered access to French language television, boosted instruction in this field. After being "tested out" at the introductory level, French language students are required to take four hours a week in class and also in the language laboratory. Intensive training beyond this level depends upon ETS National Achievement Tests to evaluate oral and written proficiency. Dr. Raymond Pelletier, a Professor of French, obtained certification to supervise proficiency-based testing and worked with language faculty to raise competency levels. Many of Orono's students with roots in Québec and Acadia found this language training to be particularly relevant to their own family situations when French served as the language of the dinner table.

More *graduate students* at Maine pursued Canadian topics during this period in courses related to their thesis and dissertation work. While the greatest strength remained concentrated in the MA and PhD programs of the Department of History, graduate degrees with Canadian content were also being earned in French, English, Political Science, and Quaternary Studies as well as in a number of departments in the Colleges of Education, Business Administration,

Life Sciences and Agriculture, Forest Resources, and Engineering and Science. By the end of 1993 16 MA theses and 11 doctoral dissertations with significant Canadian content had been completed at Orono during this period. The prime foci were in History, French, and Education (see Appendix IV for thesis topics). Although the initial goal of establishing an interdisciplinary MA degree in Canadian Studies had been abandoned, in 1989 the Center introduced CAN 501, "The Making of the Canadian Identity," to serve as an elective interdisciplinary course for those students pursuing graduate work on Canadian topics in several disciplines. Five more graduate degrees in Canadian Studies were earned during this period than during the preceding decade.

#### Canada-Focused Graduate Theses at the University of Maine, 1982-1993

Masters	Doctorates	Total
16	11	27

The *undergraduate program* continued to focus primarily upon an 18 credit hour Canadian Studies concentration which could be pursued in most of the University of Maine colleges. It included CAN 101 plus two core Canadian studies courses with a minimum of 50% Canadian content, and three additional courses with at least 25% Canadian content. In addition to the CAN 101 interdisciplinary course, both CAN 401: Readings in Canadian Studies, and CAN 501: The Making of the Canadian Identity, remained available to undergraduates. Core courses were also offered during this period in art history, anthropology, economics, English, French, geography, history, political science and sociology, as well as in law courses at the Maine School of Law. In addition, Canada-related courses were available in business, forestry, geology, oceanography, and quaternary studies. Students in Orono's Canada Year Program who had successfully passed classes with substantial Canadian content at universities north of the border could have them counted toward their Maine Canadian Studies concentration. By the early 1990s, new grants from the U.S. Department of Education and the Canadian Embassy enabled the faculty to develop new courses such as French conversation for business students, Canadian public policy, Canadian poets and novelists, the history of native peoples in the Northeast, and French-Canadian history.

The previously mentioned course on the Acadians successfully taught by Professor Jean Daigle in a summer session during the early 1970s marked the beginning of a concerted effort to launch a Canadian Studies sequence in the

Honors program. During the 1980s the Honors College at Orono, assisted by the Canadian-American Center, began to offer tutorials on Canadian topics to the University's brightest sophomores, juniors, and seniors. Professors Konrad, Herlan, and other faculty introduced HR 147/148, an annual two-semester tutorial sequence. The Center also offered full tutorials for research and theses on Canada to Honors-level juniors and seniors. Although these courses initially had been supported by Title VI funds, the University ultimately absorbed the costs.

During the 1980s the number of *internships, fellowships, and scholarships* available to Canadian Studies students increased significantly. By 1984 six students, mostly undergraduates, had received 3-9 credits each for internships in the Canadian-American Center, the Canada Desk at the U.S. Department of State, the Canadian Embassy, or Québec's Ministry of Intergovernmental Affairs, *Dossier Etats-Unis*, in Québec City. Graduate students still competed for NEAPQ fellowships, the Atlantic Provinces Tuition Scholarships, and other University scholarships established during the late 1960s. In 1987 four new Canadian Studies Center graduate research assistantships were set up and administered by the Canadian-American Center.

Both the number of *exchange students* from the University of Maine and the range of Canadian universities where they could study increased substantially. Between 1981 and 1984, 58 students spent up to a year studying in Canada. Among those places accepting Maine students were Memorial, Mt. Allison, Dalhousie, Acadia, UPEI, Chicoutimi, Laval, McGill, Sherbrooke, Carleton, Guelph, Toronto, Trent, Waterloo, Windsor, York, Alberta, Calgary, the University of British Columbia, Simon Fraser, and Victoria universities. In addition, more than 200 Maine students spent shorter periods on field trips to Canada organized by various Canadian Studies professors, including those engaged in French language immersion or research activity. All the credit hours and grades earned abroad were fully transferable to Maine programs. By 1988 this Canada Year Program ranked as the oldest and most comprehensive in the United States.

Numerous descriptions of Orono's cross-border *faculty exchanges* mentioned in "The President's Survey of Activities Related to Canada in 1985," (see Appendix I) suggest that they had also gained momentum in this decade. A grant of \$47,000 from the USIA funded a major Maine-New Brunswick cross-border research project by the two schools' exceptionally strong environmental science units. Administered by the Canadian-American Center, these funds supported collaborative research, instruction, and academic interaction. Thirty-

eight grants were awarded for such projects as an exchange of faculty in forest resources, a cross-border conference for graduate students in forestry, two environmental sciences exchange workshops, a study of information systems for environmental management, an environmental education course for New Brunswick and Maine teachers, an examination of the meteorological aspects of spruce budworm problems, and formal exchanges involving scientists working at both institutions. They also funded exchanges between science library personnel and program administrators. They sponsored guest lectures, conferences, symposia, and workshops in forestry and agriculture. In addition, numerous Orono faculty used these funds to travel to adjacent Canadian provinces in order to participate in shorter-term academic activities such as collaborative acid rain research.

On September 5, 1986, University of Maine President Dale Lick and President James Downey of the University of New Brunswick signed a formal agreement to expand the faculty and student exchange program which had been initiated by the two schools in 1967. The new agreement called for "enhancing exchange opportunities, responding to needs for policy research on cross-border interaction, and establishing a leadership role in interpreting the growing interdependence of the United States and Canada." Among the means of achieving these goals were scholarships, graduate student stipends, and in-state/in-province tuition rates for exchange students. The agreement also established a \$60,000 fund to support faculty exchanges, joint appointments of faculty members, joint hosting of scholarly conferences, creation of a joint lecture series, and collaboration by the public service units of the two institutions. By 1993 this exchange had involved faculty and students from the Maine Departments of Survey Engineering, Botany, Chemistry, Mathematics, Forest Resources and Forest Management, Education, Political Science, Entomology, Oceanography, and Anthropology, as well as staff from Fogler Library and the Bureau of Labor Education. University faculty and students conducted research, presented papers, and attended conferences in Canada in a variety of fields that included anthropology, economics, education, fisheries and wildlife management, forestry, French, geology, history, and political science. During this period an important exchange at the departmental level was achieved through the Atlantic Institute/Institut Atlantique, an organization promoting closer ties among the geomatics and surveying engineering programs at Maine, Laval, and the University of New Brunswick. Participants shared information and resources through joint research seminars and conferences. Similarly, Maine's College of Education was instrumental in

creating a Maine/Maritime Educational Alliance in the early 1990s that focused on common issues in education.

As in the previous decade, during the 1980s a substantial number of Canadian Studies *lectures and cultural events* were held on the Orono campus each academic year. It should not be surprising that the vast majority of guests came from Canada. The Center pursued two goals in particular during this period— to establish a distinguished lecture series in Canadian Studies, and to enable the New England region's journalists and broadcasters to enhance their understanding of the Northeastern Borderlands region. In addition, an annual fall "Canada Week" was implemented offering a variety of talks, seminars, performances, and exhibits on campus.

*Guest Canadian Studies Lecturers & Events during the 1980s*

Margaret Conrad, history (Acadia U)  
Paula Gilbert-Lewis, French (Howard U.)  
Joseph Jockel, foreign policy (St. Lawrence U.)  
Lauren McKinsey, environmental studies (Montana State)  
Jonathan Weiss, Québec literature (Colby College)  
Hugh Hood, Canadian literature (U. Montréal)  
John Metcalf, Canadian literature (U. Montréal)  
Ingebord Paulus, sociology (Western Washington U.)  
Donald Alper, political science (Western Washington U.)  
Ronald Romkey, Canadian literature (Memorial U.)  
Brian Young, history (McGill U.)  
Peter Kresl, president ACSUS (1984)  
Gerald Pocius, folklore (Memorial)  
Gwendolyn McEwan Canadian writer  
Barnet Danson, Canadian Consul-General (Boston)  
George MacDonald (National Museum of Canada)  
Robert Bourassa, ex-Premier of Québec  
Rene Lévesque, ex-Premier of Québec  
Flora MacDonald, former Minister of External Affairs, Government  
of Canada  
Toller Cranston, Canadian skating champion  
The Royal Winnipeg Ballet  
Robert MacNeil, Public Broadcasting System

The University of Maine Canadian Studies program was involved in several major *conferences* on cross-border issues during the 1980s and early 1990s. They included "Contemporary Native Arts Issues," "Foundations of a Sustain-

able Agriculture in the 21st Century,” “The Gulf of Maine: Sustaining Our Common Heritage,” “Gulf of Maine Fisheries in the Nineties,” “Sustainable Development in the 1990s,” as well as organizing and hosting the 8th annual Atlantic Canada Studies Conference on the Orono campus during the spring of 1990. But given the rapidly growing importance of cross-border trade issues in Canadian-American relations at this time, it’s not surprising that the some of the most important conferences focused on those affecting the northeastern borderlands region’s resource-based economy.

For example, in early January, 1986, an impending free trade agreement between the U.S. and Canada prompted the Center to sponsor “Resource Economies in Emerging Free Trade,” a conference that focused on the problems associated with the exchange of agricultural, fisheries, and forest products with Maine’s Canadian neighboring provinces. It was designed to serve as a follow-up to a smaller meeting held the previous year at Blaine House in Augusta whose participants had highlighted a need for both sides to clarify the facts and issues regarding cross-border trade. Maine’s Governor Joseph Brennan asked the University of Maine to convene the second gathering “to establish a data base, examine perceptions, and suggest research directions.”<sup>9</sup> Conference speakers included Governor Brennan on “A Maine Perspective on Free Trade Between Canada and the United States,” Premier Joseph Buchanan of Nova Scotia on “Free Trade Between Canada and the United States: An Eastern Canadian Perspective,” Hon. Kenneth Curtis, former U.S. Ambassador to Canada and former Governor of Maine, on “A Case for a New England/Eastern Canadian Provinces Economic Commission,” and J. Gerald Godsoe, executive director of Canada’s Macdonald Commission, who examined the potential consequences of a free trade agreement between the two nations. For our story about Canadian Studies at Maine, however, perhaps the most relevant was President Arthur Johnson’s speech, “The University of Maine Responds to the Need for Canadian/American Understanding.” Basing his remarks on the survey he had ordered during the 1985 academic year compiling all the activities relating to the study of Canada (summarized in Appendix I), Johnson reported that 70 Orono faculty had taught over a hundred courses with Canadian content during that year at both the undergraduate and graduate levels.

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<sup>9</sup> *Resource Economies in Emerging Free Trade: Proceedings of a Maine/Canadian Trade Conference*, January 9-10, 1986, University of Maine, p. vii.

In the last academic year there were more than two thousand enrollments in those courses; in other words, if you come to the University of Maine at Orono it's pretty hard to escape without at least a smattering of knowledge about our Canadian neighbor. I think there are very few universities on this side of the border that can say that. I knew students from 38 different degree programs graduating with fifteen or more credits in Canadian courses. We have undergraduates studying in Canadian colleges— in fact, we have 20 doing so this year. Graduate students come to us from Canada and we send American students to them.... We are now involved principally in policy research which is very good and promising, and I think there are great opportunities there for us to make a contribution.<sup>10</sup>

One of the primary issues that became the focus of policy-related research during the 1980s concerned the Gulf of Maine fisheries. In December, 1989, more than 250 people, including scientists, policy makers, fishermen, and concerned citizens, gathered in Portland to discuss what cooperative state and provincial work was needed to sustain the Gulf's productivity. "The Gulf of Maine: Sustaining Our Common Heritage" was organized by a working group comprised of representatives from the region's states, provinces, and federal agencies and included the Canadian-American Center, which provided some financial support. It was convened by the governors of Maine, New Hampshire, and Massachusetts along with the premiers of New Brunswick and Nova Scotia. Five experts from the two countries elaborated on the health of the Gulf's ecosystem, giving presentations on toxic contamination, eutrophication, public health hazards, habitat loss, and the ecosystem effects on harvesting. Using these opening remarks as points of departure, small groups of conference participants then discussed options for cooperative protection and conservation of the Gulf's resources. Following these work sessions, two presentations outlined how action plans have been developed and implemented for other regional water bodies. Then the conclusions from the work sessions were presented, thereby providing the initial framework for a Gulf of Maine Action Plan. The Conference concluded with the governors and premiers signing a cooperative agreement to protect the resources of the Gulf of Maine. The accord established a Council on the Marine Environment whose mission was to document the Gulf's ecological and environmental trends and develop recommendations for managing its

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<sup>10</sup> *Ibid.*, p. 24.



resources. This group developed a ten-year Gulf of Maine action plan to establish goals, objectives, and specific tasks that the states and provinces would work on collaboratively.<sup>11</sup>

While a good many of the conferences during this period were policy-driven, occasionally one would offer an opportunity to step back in time and examine the big picture. In 1989 the Canadian-American Center sponsored a conference marking the 20th anniversary of the Center's establishment. The theme was "Four Centuries of Borderland Interaction in the International Region of the Northeast." Six prominent Canadian academic experts — Professors John Reid, George Rawlyk, Graeme Wynn, Margaret Conrad, Dean Louder, and Harold McGee — brought their expertise to bear on the New England, Québec, and Atlantic Provinces region, each paper followed by commentary from a member of the Canadian Studies faculty at Orono. Then Philip Buckner, a professor of Canadian history at New Brunswick and editor of *Acadiensis*, a journal specializing in the history and culture of Atlantic Canada, concluded the session with some provocative remarks. Collectively, Buckner said, the papers had attempted to

refocus attention on the north-south dimension of the continent by looking at the international region of the Northeast... Implicit in the Borderlands concept, it seems to me, is the belief that national boundaries — and therefore national loyalties — have hindered our understanding of the shared experience of people on both sides of the international border..

While this may have been true to a significant extent during the earlier periods, he argued, "the Borderlands concept becomes increasingly difficult to apply...after the creation of the Canadian nation" in 1867.<sup>12</sup> Scholars are still debating the issues raised at the conference.

During this period Fogler Library's *Canadiana* collection became one of the strongest in the United States, featuring outstanding holdings in particular on the Atlantic Provinces and Québec. Already it had adopted a policy of annually

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<sup>11</sup> Victor Konrad, ed., *The Gulf of Maine, Sustaining our Common Heritage: Proceedings of an International Conference held in Portland, ME, December 10-12, 1989*. (Augusta: Maine State Planning Office; Orono: Canadian-American Center, 1989).

<sup>12</sup> S. J. Hornsby, V.A. Konrad, J.J. Herlan, eds., *The Northeastern Borderlands: Four Centuries of Interaction*. (Canadian-American Center: University of Maine & Acadiensis Press, 1989), pp. 155-58.

purchasing most newly published Canadian monographs. In addition, over a ten-year period, Fogler Library spent \$147,500 to purchase a massive microfiche collection of over 40,000 titles called *Pre-1900 Canadian Monographs*, the first component of the multi-part collection series, *Early Canadiana*. By 1987 the overall Canadiana collection included 20,120 books, nearly 70,000 microforms, 206 periodicals, 41 newspapers, 116,672 Canadian government documents (for which the library has long been a partial depository), and over 3,700 Canadian maps and atlases. The Library also held *Hansard's* British parliamentary debates, a collection of Canada-related British parliamentary papers, and a complete run, with indices, of the London *Times*. Fogler subscribed to seven major contemporary Canadian newspapers and 162 journals in the Canadian humanities and social sciences. Researchers could draw upon the back issues of 38 Canadian newspapers and 403 theses completed at other (mostly Canadian) universities. The Government of Québec included Fogler in a reimbursement program that covered half the University's expenditures up to CDN \$1,000 for books published in that province. In addition to Fogler's Canadiana, the University of Maine's law library in Portland acquired 7,250 monographs and 462 serials with significant Canadian content.

During the 1980s the Center's *outreach programs* to the state, region and nation continued to expand. By then the Canadian Studies program had become particularly active in educational projects and programs targeted at primary and secondary schools. Educational outreach through the dissemination of learning activity packets and other publications reached approximately 30,000 students and teachers in the United States. Impacts on media agencies, community groups and legal and policy-making professions were substantial, with more than 3,000 people directly involved in Center programs since 1980. The Canadian/Franco-American Curriculum Project produced two curriculum guides and trained 60 teachers in Canadian Studies. One of these teachers received the Teacher of the Year Award at the annual meeting of the National Council on Social Studies. Fifteen school systems from five New England states enrolled teacher teams in this program's three-year training and curriculum project. In addition, each summer during this period Maine's Atlantic Canada Faculty Institute brought American university faculty to eastern Canada for ten-day immersions in Canadian Studies. Faculty then integrated the Canadian content into their own courses.

The Center continued to promote Canadian Studies at the state, regional, national, and international levels. By 1988 the Maine Council for Canadian Studies consisted of 63 scholars from 19 colleges and universities in the state. During the 1980s the Center also helped to establish a Northeast Council for Québec Studies. It assisted Massachusetts' Plymouth College to launch a Canadian Studies program. It continued to receive a steady stream of visiting scholars representing virtually every formal Canadian Studies program in the U.S. and Canada as well as those from Japan, Italy, the Soviet Union, Ireland, France, Germany, and the British Isles. Scholars in Africa, Asia, and Europe who were interested in Canadian Studies maintained contacts by mail with the Center.

By the end of the 1980s, as the economic and public-policy driven aspects of the U.S.-Canada relationship loomed ever larger, both governmental agencies and the business community turned to Maine's Canadian-American Center for information and advice. The Center consulted regularly with the Maine governor's office, provided briefings for New England governors and members of the Atlantic Provinces Council, and responded to questions from the Maine Congressional delegation. It provided information to state and federal agencies, regional business interests, the media, and the public at large. In 1989 the Center joined hands with the Maine Department of Economic and Community Development and the University of Maine Division of International Programs to publish a guide specifically intended for the Maine business community. Called "The Maine-Canada Connection: New Opportunities for Maine Businesses," it collected relevant and useful information that any business person should have available in order to determine whether Canada was a viable alternative for business and investment resources.<sup>13</sup> With the assistance of some faculty members, the Center also helped organize a seminar for New England businessmen on "Doing Business in Canada." Clearly, outreach to the state, region, and nation had become a major activity in the University of Maine's Canadian Studies program during this period.

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<sup>13</sup> Brian J. Saia, *The Maine-Canada Connection: New Opportunities for Maine Businesses*. Augusta: Maine Department of Economic and Community Development; Maine Division of International Programs; Orono: Canadian-American Center, 1989.

## PART C. INTO THE NEXT CENTURY, 1994-2006

Several important elements marked Maine's Canadian Studies program during the transition from the 20th to the 21st century. Leadership at the Center stabilized and all the core Canadian Studies faculty were tenured, thereby permitting faculty to place somewhat greater emphasis on their academic research. The French language program's transition from a traditional teaching model to one relying upon proficiency-based instruction and laboratory work using North American French language, culture, and literature helped to integrate French language study into other Center activities, stimulated more graduate study in French at the MA level, and improved the Canadian Studies program's coordination with Franco-American Studies. Working with the Association for Canadian Studies in the United States (ACSUS), the program provided teacher-training projects in some of the western states for the first time. In 2002 the Center launched a multi-year cartographic project, *The Historical Atlas of Maine*, involving the creation of a large digital database to serve as a precursor for mapping the history of Maine's relationships with the surrounding Northeastern Borderlands region from the last ice age to the recent millennium.

### 1. Leadership, 1994-2006

Three presidents served the University of Maine during this period. Readers will recall that Fred Hutchinson, a native son and Orono graduate, was the incumbent in 1994, having acceded to the presidency just two years previously. During his five years in office he consistently and publicly demonstrated a high regard and strong support for the Canadian Studies program. Upon Hutchinson's retirement from both the presidency and the faculty in 1997, Peter Hoff, a Professor of English at the University of Missouri, assumed the leadership and served as president for seven years. When Hoff relinquished his position in 2004, Robert Kennedy, a biologist by training who had been serving as the University's provost, became President in September, 2005, and remains in the University of Maine's top leadership post at this writing.

In 1994 two Canadian Studies faculty members assumed the leadership of the Canadian Studies program and still hold these positions a record fourteen years later. Upon the departure in 1994 of Peter Morici to the International Trade Commission in Washington, Stephen Hornsby, the Center's Associate Director, took the helm and continues to provide masterful direction for all the

diverse Canada-centered activities at the University of Maine. A native of the United Kingdom and a historical geographer by training, Hornsby had graduated from St. Andrews University in Scotland before moving to Canada to earn a doctorate at the University of British Columbia. His published thesis, a prize-winning analysis of the historical geography of Cape Breton Island, was completed under the direction of Professor Cole Harris, the pre-eminent geographer of Canada today. Hornsby joined the Orono faculty in 1987 to teach geography and also served under Professor Morici as the Center's Associate Director. One of his first actions as the new Director of Canadian Studies was to select Raymond Pelletier, an Associate Professor of French in Orono's Department of Modern Languages and Classics, to work with him as the Center's Associate Director. Pelletier, a Franco-American and New England native who had earned his doctorate at the University of Massachusetts (Amherst) in 1976, has been teaching at Maine since 1979. In his new position he combined his previous activities in French language teaching with new responsibilities for the Center's program development and fund-raising roles. In 1997 Betsy Arntzen replaced the retiring Gail Yvon as the Center's outreach coordinator, and she became involved in the expansion of this aspect of the program to the national level. During this period Hornsby and Pelletier also worked closely with Betsy Beattie, the Canadian Studies librarian, the 19 Canadian Studies core faculty, and the cartographers and researchers employed by the Center since 2002 under an NEH-funded project to produce a comprehensive Maine historical database and atlas.

At the national level, between 1994 and 2006 two members of the University of Maine Canadian Studies faculty — Center Director Stephen Hornsby (1995-99), and Howard Cody (2005-09), a member of the Political Science faculty — served four-year terms on the ACSUS Council. In addition the Center's Associate Director, Ray Pelletier, served a term as president of the American Council for Québec Studies.

## **2. Funding, 1994-2006**

As in the previous period, the bulk of funding for Canadian Studies at Maine came from two sources, university allocations and U.S. Department of Education Title VI grants. In 1994 the university committed \$1,686,204 to the program, while the federal government provided \$95,000 a year over a three-year period. In addition, Title VI provided funds for portions of some faculty and

staff salaries, travel to professional meetings, consortium faculty exchanges, library acquisitions, teaching materials, and office supplies.

Beginning in 1998, the U.S. Department of Education also began granting Foreign Language and Area Studies (FLAS) Awards to selected graduate students in Orono's Canadian Studies program. The \$81,000 provided during the first FLAS funding cycle was in addition to Title VI NRCC funds. During the following years the Department of Education granted additional amounts (\$84,000 in 2000-01, \$117,000 in 2001-02, \$91,000 in 2005-6). FLAS awards provide more lucrative support for graduate students in both the doctoral program in History and the MA program in French. In addition, the awards allow the Center to support graduate research specifically aimed at francophone Canada. FLAS also covers the cost of intensive six-week French summer courses taught in Québec for several Maine graduate students in Canadian Studies. The amounts, linked to the number of applicants, continue to fluctuate from year to year and have been averaging about \$94,000 annually.

By 2005-06 the University was budgeting \$1,095,000 for Canadian Studies faculty and professional staff salaries, and \$312,696 for the Canadian-American Center. It also helped support the salary of the Canadian Studies librarian and allocated more than \$35,000 for the program's library acquisitions. The University provided \$15,000 *per annum* to support faculty, staff, and students participating in that portion of the exchange program with the University of New Brunswick that was administered by the Center. By then Federal Title VI contributions rose to \$224,741 yearly, with a substantial amount of the new funds now channeled through FLAS grants.

Additional external funding was also received during this period from the National Endowment for the Humanities, Donner Foundation, Business Funds for Canadian Studies in the United States, USIA, the State of Maine, and several Canadian government agencies. To cite one example, during this period the Canadian Embassy in Washington granted the Center \$11,881 to support training and resource development benefitting American K – 12 classroom instructors teaching about Canada, and a Program Enhancement Grant of \$12,000 promoting Canada-focused teaching, research, and outreach activities. During the decade of 1995 to 2005, annual Embassy grants to Maine's Canadian Studies program rose from \$5,000 to \$12,900.

### 3. Program Development, 1994-2006

As in the previous decades, an Executive Committee composed of faculty drawn from the major departments involved in Canadian Studies at Orono (Art, Anthropology, Economics, English, Forestry, History, Modern Languages, and Political Science, along with Fogler Library's Canadian Studies librarian), met twice each semester to supervise a program that continued to offer more courses on Canada than any other American college or university. At the *undergraduate level*, CAN 101: Introduction to Canada, coordinated during this period by Professor Pelletier, continued to serve as the campus-wide introductory course and a prerequisite for upper-level undergraduate courses. In addition to a regular field trip to Ottawa, occasionally the class would embark on a second field trip to, for instance, Fredericton, New Brunswick, to attend a lecture at University of New Brunswick, tour the provincial House of Assembly, and visit the Beaverbrook Art Gallery. Those students completing CAN 101 could choose from an additional 71 undergraduate courses on Canada which in 2006 alone attracted 1,048 students. Of one year's graduates who had completed a Canadian Studies concentration, 43 were arts and sciences majors, 59 majored in the social and behavioral sciences, and 51 in the professional schools. After nearly a decade of concerted efforts to introduce Canadian Studies to the latter group, the program has been particularly successful in attracting students from forestry and law.

During the fall of 1999, the first two years of the *French curriculum* were redesigned to reflect proficiency principles more closely. Thereafter, instead of taking 4 four-credit courses at the beginning and intermediate levels, students now moved through 16 one-credit courses taught intensively in two and a half-week blocks of daily one-hour instruction, supplemented by extensive work at the Department of Modern Languages' language laboratory and in summer immersion programs conducted in Québec. In addition, another eight courses in the French program containing 100% Canadian content were regularly taught. By then, the Department was able to offer a Master's degree in North American French Studies. Altogether, more than 500 students were enrolled in French language courses during this period.

By 2006 the principal *graduate programs* in Canadian Studies at the University of Maine remained the MA or MAT in North American French, the MA and PhD in Canadian or Canadian-American History, the M.Sc in Quaternary Studies (an interdisciplinary degree dealing with environmental history for

the quaternary geology era in northeastern North America), and the J.D. at the University of Maine School of Law. At the graduate level in 2006, 28 courses in Canadian Studies enrolled 102 students. Graduate study on a Canadian topic could be pursued in the Colleges of Business, Public Policy & Health, Natural Sciences, Forestry, and Agriculture. The MA program in French, somewhat smaller than that in History, provided individualized attention for students who focused on research projects. From 2000 to 2005, 14 graduate students in the French with a North American Studies concentration earned MA degrees, as contrasted with only three during the previous decade. Seven went on to pursue doctoral work in French-Canadian literature, linguistics, and history at institutions that included Maine, Laval, Cornell, University of Florida, SUNY Albany, and Yale. Once again, the number of graduate degrees increased substantially during this period and represented nearly 37% of all the advanced degrees in Canadian Studies earned over the previous six decades.

**University of Maine Canada-Focused Graduate Theses, 1994 – 2006**

Masters	Doctorates	Total
21	16	37

**Grand Totals, University of Maine Canada-Focused Graduate Theses, 1940 – 2006**

Masters	Doctorates	Total
65	36	101

As for the interdisciplinary courses in Canadian Studies promised since the program was founded, only CAN 101 has achieved a permanent place in the curriculum. Although a graduate interdisciplinary course was attempted, apparently the inherent entrenchment of specialized knowledge along traditional disciplinary lines in academia combined with departmental course requirements to thwart this initiative. On the other hand, individual Canadian Studies faculty remained committed to an interdisciplinary approach, particularly at the graduate level, and it can be presumed that their course materials often reflect this approach.

A larger proportion of Canadian Studies graduate students received some form of *financial assistance* during this period. In addition to the two NEAPQ and three Canadian-American Center fellowships (each with tuition waivers)



available during previous periods, four Foreign Language and Area Studies Awards (FLAS) for the academic year and three for the summer were acquired for the succeeding four years (2006-10). On top of these scholarships, two new grants, a Bowen Scholarship funded by a \$55,000 endowment gift from a former graduate student in the Canadian Studies program, and the Alice R. Stewart Fellowship funded by her \$450,000 legacy, are now available as well. Finally, the Departments of History and Modern Languages and Classics have made several teaching assistant slots available to graduate students in Canadian Studies.

By the 1990s, the principal *faculty-student exchange* in Canadian Studies remained the one set up with the University of New Brunswick in 1986. In the spring of 1992 this agreement was renewed for another three years with each university contributing \$15,000 during the renewal period. Other options included the Canada Year Program, Plattsburgh State's programs with McGill, Laval, Carleton, and Concordia, and Maine's programs with Simon Fraser, UBC, and Saint Mary's. In addition, Orono has reciprocal exchanges with Brock, Calgary, Laurentian, and Regina universities through the International Student Exchange Program, and with 19 Québec institutions via the New England/Québec Exchange Program. Maine's College of Education continued to place some of its students in Canadian schools to satisfy their advanced teaching practice. With the recent retirement of two French-speaking professors, however, the number of students in these programs has declined.

Faculty *cross-border research* efforts during this period were particularly well-established in Maine's Colleges of Agriculture, Education, Forestry and Law. In Agriculture, Prof. Alan Kezis was involved in research on the Maine and Canadian potato industries, while Prof. James Wilson focused on the Canadian and New England fisheries. In Forestry, Prof. David Field won a \$500,000 grant from the Northern New England Product Marketing and Development Center designed, in part, to examine round wood and processed wood product flows between Maine and eastern Canada, as well as to study competition from (and opportunities for) cooperation with eastern Canadian producers for the European Community market. Law faculty were heavily involved during this period in studying the legal implications of the North American Free Trade Agreement (NAFTA). One of the most important additions to Canadian Studies at Orono during this period took place in 2002 when the Center received a major grant from the National Endowment for the Humanities to employ a cartographer to produce an historical atlas of the State of Maine. This project will also generate a

digital database of the entire Northeastern borderlands that will be used to develop cross-border maps for undergraduate teaching and K – 12 outreach. The cartographic laboratory is also producing relevant mapping for other projects closely linked to the Canadian Studies program.

As in the previous eras, a substantial number of faculty, students, and the general public interacted with guest lecturers invited to the Orono campus by the Canadian Studies program from 1994 to 2006.

*Guest Lecturers in Canadian Studies, 1994-2006*

Allan Greer, history (U. Toronto)  
Joseph Jockel, political science (St. Lawrence U.)  
Anne Legard, Québec Consul (Boston)  
Abigail Friedman, U.S. Consul (Québec)  
Bruno Ramirez, history (U. Montréal)  
Marc Boucher, public policy (UQAM)  
Jean-Pierre Pichette, history (Université Sainte-Anne)  
Elizabeth Mancke, history (U. Akron)  
Roch Carrier, author (National Librarian of Canada)  
Thomson Highway, Cree playwright (Northern Quebec)  
Graham Carr, history (Concordia)  
Rosemary Bonaparte, Mohawk (St. Regis)  
Denis Obonsawyn, Abenaki (St. Francis)  
Rod Pachano, Cree (Northern Québec)  
Jeffrey Simpson, columnist (*Toronto Globe & Mail*)  
Duncan Cameron, editor (*Canadian Forum*)  
David Frank, history (UNB)  
Phillip Buckner, history (UNB)  
Conde Grondin, political science (UNB)  
William Bauer, English (UNB)  
Gwendolyn Davies, English (Acadia)  
Reinhard Reitzenstein, art (Guelph)  
Al Pittman, English (Memorial)  
Iain Baxter, art (Windsor)  
George Sulzner political science (Massachusetts)  
Stephen Lewis, Canada's Ambassador to the United Nations  
John Ralston Saul, political philosopher  
Stephane Dion, Leader of the Opposition, House of Commons

During this period several Canadian Studies faculty and graduate students participated in Canada-related *conferences, seminars, and related events*. French Professor Kathryn Slott took her students on excursions to Montréal theater performances and cinemas. In 1995 eight Orono faculty, three graduates students, and one staff person participated in the biennial ACSUS conference. Four years later the Quaternary Institute co-sponsored a northeastern archaeology conference on the Maine campus. In 2003 the Canadian-American Center sponsored a seminar, "Perspectives on U.S.-Canada Relations Since 9/11," held at the new Buchanan Alumni Center. In 2004–05 a U.S.-Canada fisheries management conference focused on Gulf of Maine marine resources. The Center co-sponsored the annual meeting of the Eastern Historical Geography Association at Battle Harbour, Labrador, in 2005. And in 2006 nine University of Maine faculty and three graduate students participated in an ACSUS biennial conference in St. Louis, Mo.

But perhaps the most significance conference involving the Center during this era was held in the spring of 2000 and focused broadly on the past, present, and future relations between New England and Atlantic Canada. The idea had been broached four years earlier when President Hutchinson visited Saint Mary's University in Halifax and met with faculty members interested in cross-border studies. Out of that session came a preliminary one-day symposium conducted at Saint Mary's University in the Fall of 1997 which, in turn, led to a full-scale conference sponsored by the Canadian-American Center and Saint Mary's Gorsebrook Research Centre in Orono in April, 2000, that were reminiscent of the Carnegie Conferences during the late 1930s and early 1940s (discussed in Chapter 2). The 17 papers presented at this conference, published in book form in 2005, offer a spectrum of political, historical, economic, social, and cultural analyses of the Canadian-American "border" and "borderlands," two concepts which have been cited in this essay to describe the evolving relationships between Maine and its Canadian neighbors. As Professors Hornsby and Reid note in their introduction to the published edition, the essays collectively "show that a politically bordered land can still be a social, cultural, and environmental borderland at some times and places, but also that political bordering can... must? ...even should? have profound social, cultural, and environmental consequences."<sup>14</sup>

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<sup>14</sup> S. J. Hornsby & J. Reid, eds., *New England and the Maritime Provinces: Connections and Comparisons* (Montreal and Kingston: McGill-Queen's University Press, 2005), p. 14.

Certainly few if any American states have been more profoundly influenced by the Canadian-American border than the State of Maine.

Both the Fogler and the Garbrecht Libraries of the University of Maine acquired substantial additions to their *Canadian collections* during this period. From 1991 to 2003, Fogler received a U.S. Department of Education grant under its Strengthening Research Library Resources Program that totaled \$231,000 for salaries, materials, and programs. In addition, continued Title VI funding from the same source augmented both Libraries' budgets for Canadian materials throughout these years. With these grant monies, combined with annual University funding, Fogler Library's Canadian collection grew to 36,600 monographs (4,830 of them in French), 20+ Canadian journals (199\_active subscriptions), and 3,800 maps by 2006. Fogler's collection also included 561 microfilm reels of nominal censuses through 1901 for Quebec and the Maritime Provinces as well as 198,500 Canadian federal and provincial documents. During this period Fogler also acquired several new parts of the Early Canadiana microfiche collection to supplement the *Pre-1900 Canadian Monographs* section it had acquired in earlier years so that by 2006 it also owned the *Pre-1900 Canadian Serials* and *Pre-1900 Canadian Annuals*. Together, these additional collections included 3,700 issues of Canadian periodicals and annuals published before 1901. In more recent years, the Library began purchasing on a unit-by-unit basis the next major component of *Early Canadiana*, *Canadian Monographs, 1900-1920*, with funds earned from an endowment given by the late Dr. Alice R. Stewart. All these Canadian materials were fully catalogued and entered into Fogler's online database URSUS and are also available to scholars outside the University of Maine through interlibrary loan. In the same period, the Garbrecht Library at the University of Maine School of Law in Portland added 1,573 items of Canadian materials to its holdings. By 2006 it had about 31,200 Canadian monographs and serials. It also acquired the microfilm back files for 1999-2001 of the Canadian Treaties series.

Between 1994 and 2006 the Canadian Studies program's *outreach efforts* achieved a national plateau. Professor Hornsby conducted summer faculty institutes on Newfoundland and Labrador in 1993, on New Brunswick and Prince Edward Island in 1996, on Québec in 2000, and again on Newfoundland and Labrador in 2003. The programs always included lectures by scholars from local universities in Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, and Québec. In addition, Professor Pelletier organized and led several

French-language summer institutes for K-12 teachers and faculty in Nova Scotia, New Brunswick, and Québec.

During this period, Betsy Arntzen, the Center's outreach coordinator, presented after-school programs for 125 teachers, in-school programs for about 200 students, and organized annual Atlantic Canada Teachers Institutes for 70 teachers from eight states. In addition, she made over 15 presentations at annual local, regional, and national professional development conferences to more than 2,400 teachers. All three universities in the Consortium continued to conduct workshops at the annual conference of the National Council for Social Studies, reaching 530 teachers at three annual sessions held in California, Florida, and the District of Columbia. More of Arntzen's contributions also took place at the national level. She collaborated with the west coast National Resource Center on Canada and with ACSUS to hold briefings for Canadian Studies faculty in Colorado colleges and universities. She initiated a pilot program with the Canadian Consulate in Denver to brief faculty in each state of the Consulate's region, to provide teacher training for the region's K-12 teachers, and to introduce Canadian Studies classroom materials to the city's grade six teachers. In New England, Arntzen conducted day-long teacher training workshops for 70 Massachusetts grade four teachers in Braintree, Weston, and Deerfield as well as similar K-12 institutes in Nova Scotia and Québec.

Center staff and Canadian Studies faculty responded to inquiries from state officials and business groups on issues relating to Canada-U.S. trade and transportation issues. During the winter of 2002 Orono's Canadian-American Center joined the Maine International Trade Center in co-producing a Canadian business seminar for local and regional businesses. Copies of *Canadian-American Public Policy* were regularly sent out to government officials, journalists, and academics.

Recent *external evaluations* by evaluators of the faculty in the Northeast Canadian Studies Consortium as a whole and at the University of Maine in particular confirm their quality. In 1999, Professor George Sulzner concluded that the Consortium's "quality of faculty and staff resources are among the highest in the U.S., with several recognized leaders in Canadian Studies." Six years later, Professor Munroe Eagles considered the Canadian Studies faculty at Orono to be "a good mix of established and productive senior academics along with a number of relatively young, very well-trained, and highly energetic junior schol-

ars. There is, quite simply, an enormously positive synergy generated by this dedicated group of people.”

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It's time now to look back over the Canadian Studies program from 1970 to 2006 and offer a few generalizations based on the wide-ranging evidence in this chapter on leadership, funding, and program developments. Since the 1970s all eight presidents have provided adequate space and funding, though of course the overall amounts of both items have always been shaped by the state's allocations to the University of Maine System as a whole. In recent years Orono's contribution to Canadian Studies has averaged over a million dollars a year. Some presidents (i.e., Howard Neville) have become more involved in the details than others, but the evidence suggests that all have tried to provide adequate resources. At the same time, all six Canadian-American Center directors have worked effectively with university leaders as well as with their faculty and administrative colleagues, and by the 1990s turnover in the Center's leadership had been substantially reduced. To varying degrees all the directors have sharpened their grant-writing skills as well. As the program matured, graduate students who had initially assisted early directors were replaced by one or more tenured faculty associates. And that's good because the U.S. Department of Education's Title VI grants (\$224,747 in 2006) remain just as crucial today as they did in 1979 when the program received its first funds from this source. Maine's success in this endeavor has been strongly linked to the establishment of a Northeast Canadian Studies Consortium with the University of Vermont in 1979, joined four years later by the State University of New York College at Plattsburgh. And while Maine's coffers and Title VI grants have been the most important financial sources for its Canadian Studies program, other grants from the National Endowment for the Humanities, the Government of Canada, the Province of Québec, and several private grantees (especially the Donner Foundation) have underwritten new initiatives in particular. By contrast, private gifts have played a minor role.

Over the years both the undergraduate and graduate programs in Canadian Studies have experienced significant changes. After initial debates over whether or not undergraduates should be permitted to major and/or minor in Canadian Studies, and if the courses must have an interdisciplinary focus, the

undergraduate faculty settled upon an 18 credit hour Canadian Studies “concentration” made available to students in all Orono’s colleges. As more Canadian Studies faculty in several different fields were hired, the number of courses (and disciplines) in the Canadian Studies concentration greatly expanded. Negotiations among the U.S., Mexico, and Canada during the 1980s, culminating in the signing of a free trade agreement (NAFTA), stimulated interest on the part of both faculty and students in public-policy related issues in Canadian-American relations. At about the same time the French language curriculum at Orono completed a wholesale make-over that focused on teaching North American French, followed up by performance-based language lab work coupled with intensive immersion courses taught in nearby Québec. Meanwhile, the University of Maine’s Canadian Studies faculty and curricula at the graduate level also expanded, the number of scholarships gradually increased, and, as the tables above clearly reveal, the number of MAs and PhDs with substantial Canadian content increased more than three-fold from 25 graduate degrees between 1940–1969 to 86 between 1970–2006. All this undergraduate and graduate student labor, coupled with scores of Maine faculty pursuing research on Canada-related topics, generated demands for an expansion of Fogler Library’s Canadiana. As a result, between 1979 and 2006 the number of monographs on Canada held by the library more than tripled, and its microfilm holdings grew more than five-fold. More students and faculty engaged in cross-border exchanges, especially with the University of New Brunswick, and during each decade more than two dozen professors, artists, and writers came to Orono to give presentations on Canadian subjects. In the course of helping Americans to become aware of Canada’s importance to the United States, the Center engaged in many diverse outreach efforts designed to help public schools, colleges, and business interests to improve their understanding of the increasingly diverse Canadian-American relations.

## Conclusion

WHY DOES THE UNIVERSITY OF MAINE have the most comprehensive Canadian Studies program in the United States? Is it just a matter of geography? If so, then why don't the other states bordering on Canada have similar programs? Actually, some of them do, as we have seen already in Maine's partnership with Canadian Studies activities in Vermont and in upstate New York (Plattsburgh). In addition, there are (or have been) similar programs at Western Washington University, Michigan State, and SUNY Buffalo in particular, and at a few places such as Duke University that are far removed from the Canadian-American border. In fact, at this writing some of these schools and several others, including Orono, are discussing the formation of a Northern Border University Research Consortium with a focus on the myriad new public policy issues cropping up along the entire Canadian-American border from coast to coast.

But more than geography alone explains the depth, breadth, and lengthy existence of the University of Maine's Canadian Studies program. To a greater extent than the other states along America's northern frontier, much of Maine has always been a borderlands arena. Over the past three centuries, thousands of people in the Northeast Borderlands region have picked up stakes to settle in an adjacent portion, bringing not only their household goods but also their language and culture as well. A major if not exclusive direction of this giant demographic movement was south (from Québec) and west (from Atlantic Canada) toward the urban areas of New England where housing was cheap and jobs in the shipbuilding, textile, shoe, and metal-working industries were plentiful. Unlike the European migrations to America, however, Canadian migrants in the Northeastern Borderlands could return home or start over because most of the towns in this international region were linked by roads, railways or ferries. Of course, for those living along Maine's St. John and St. Croix river boundaries, going home, if only to visit relatives, was simply a matter of crossing a bridge or paddling a boat. People have worked on one side of the international boundary



and lived on the other. As Sandy Ives has shown, the region's woodsmen have found timber-cutting jobs in Maine, New Brunswick, Nova Scotia, and Québec, all the while singing the same songs and telling similar stories no matter where they labored. When the 19th century industrial revolution transformed the economies of Maine and adjacent areas of Canada, scientists in the region's universities initiated cross-border research projects designed to eliminate various plant and animal diseases and thereby improve product quality and productivity on both sides of the border. During the 20th century's two world wars, borderlands people readily served in each other's armed forces. After the second World War, Québec residents began to spend their summer vacations in Maine, particularly at Old Orchard Beach where service could be easily obtained in French. As shopping malls emerged in the larger Maine towns, busloads of Canadians arrived to take advantage of lower American prices. During the Cold War, Canadian Armed Forces units attached to NORAD were stationed in Bangor, while units of the Maine National Guard spent their summer months training at Camp Gagetown, New Brunswick. The Northeast Borderlands region's aboriginal peoples still follow the blueberry harvesting season across the Maritime provinces into eastern Maine. In short, the "Canada-factor" has become more and more important for all Maine residents.

Here is a good example that affects college students. In 2007 Maine's Governor, John Baldacci, and New Brunswick's Premier, Shawn Graham, signed an agreement allowing Maine students to study at any of the eleven New Brunswick colleges at in-state tuition rates. In return, New Brunswick students will be permitted to attend either Northern Maine Community College in Presque Isle, or Washington County Community College in Calais, the two Maine campuses closest to the border and the only ones at present with space for additional students. A Maine student completing a two-year degree in New Brunswick will save \$4,000 by avoiding the out-of-province tuition rate.<sup>1</sup> In addition, this cross-border arrangement will enable Maine community college students to elect hitherto unavailable fields of study in international business, tourism, vocational forestry, and agriculture. Even for students, then, the Maine borderland region's "Canada factor" offers another significant new opportunity.

Since the 1950s the economies of Maine and the adjacent portions of Canada have become increasingly interlocked markets for energy, trade, and

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<sup>1</sup> *Bangor Daily News*, February 10-11, 2007; *Ibid.*, June 4, 2008.

tourism. For instance, since the 1980s natural gas from wells drilled off Nova Scotia's shore has been pumped across Maine, providing much-needed fuel for some of the state's pulp and paper industries before the bulk of the gas reaches Boston. Large quantities of Venezuelan oil off-loaded in Portland are still being pumped to Montréal markets via two underground pipes constructed in 1941, boosting the Maine city's volume of shipping into the top ten ports in the United States. Now there is talk of reversing the flow so that some Canadian oil can be piped south to serve Maine and New England markets. Thus far, efforts to erect facilities to receive large quantities of overseas LNG gas in the coastal Maine-New Brunswick borderlands have been stymied by disputes about the location of the storage tanks, their effect on the environment, and whether or not the tankers will be granted a right of passage through Canadian waters. Bangor Hydro, currently the prime source of electric power in eastern Maine, is owned by a Nova Scotia company. Recently it completed a 145 mile long, 345 kilovolt transmission line between Maine and New Brunswick that will increase the "reliability, stability and efficiency of electric delivery systems on both sides of the border."<sup>2</sup> At the same time New Brunswick is investing about \$1.4 billion to overhaul its 23-year-old Point Lepreau nuclear power plant so that this energy can also serve Maine markets.<sup>3</sup> Thanks to the growing volume of trade and tourism between Maine and the Maritime Provinces, the Maine border crossing at Calais has become the eighth busiest of all those along the entire 4,000 mile Canadian-American boundary. On a typical summer day more than 14,000 cars and 800 trucks cross from one nation to the other.<sup>4</sup>

But neither geographic, demographic, nor economic factors alone explain the presence of a formidable Canadian Studies program at the University of Maine. To make it happen key university faculty and administrative leaders on the Orono campus took advantage of relatively scarce opportunities over several decades to promote greater understanding between Maine and Canada through academic study. As Chapter 2 reveals, Orono's effort coincided with the growth of American academic interest in Canada during the 1920s. But it wasn't just the "Canada-factor" as much as the post-World War I search for peace through international understanding that stimulated leaders like President Arthur Hauck to

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<sup>2</sup> *Portland Press Herald*, January 18, 2008.

<sup>3</sup> *Bangor Daily News*, November 30, 2006.

<sup>4</sup> *Portland Press Herald*, *op. cit.*

promote Canadian Studies at Orono. The Carnegie Conference on Canadian-American Education held at Orono in 1938 highlighted this movement. Following a hiatus during the Second World War, Hauck and his successors, assisted by a group of faculty led by Professors Edgar McKay and Alice Stewart, breathed new life into a multi-disciplinary Canadian Studies paradigm during the early 1950s and 1960s by taking advantage of Cold War-inspired decisions at the federal level to pour federal funds into area studies programs. By 1968 they had marshaled sufficient support from trustees, administrators, faculty, the Congressional delegation, and the region's academic communities to launch a New England-Atlantic Provinces Center at Orono that would gradually acquire sufficient funding to create comprehensive undergraduate and graduate curricula in Canadian Studies.

The graduate programs in Canadian-American History (MA, PhD) and French (MA) have become highlights of the Canadian Studies Program at Orono. As Appendices II-IV reveal, by 2006 39 graduate students had earned Master's degrees in Canadian-American history, education or French and 29 had received their doctorates (mostly in history). Graduate teaching and study stimulated both faculty and students to engage in advanced research and writing. Initially, many of papers authored by the Canadian Studies faculty appeared either in conference proceedings or as guides designed to help graduate students pursuing research in Fogler Library's rapidly growing Canadiana collection. But by the late 1980s, the emphasis had shifted to scholarly articles and book-length monographs not only in the history of the Northeastern borderlands and French language and literature but also in other disciplines such as archaeology, folklore, geology, geography, and the cross-border economy. More recently, graduate students have begun to publish original research and writing drawn from their master's and doctoral theses. To date seven graduates have published book-length monographs based on their thesis work at Orono [see Appendix IV], and others have published articles in prominent journals. Five graduates of the Master's degree program in French have gone on to pursue a doctorate at Yale, Laval, the University at Albany (NY), the University of Florida, or in the History Department at Orono. Twenty-nine of the History program's graduate students have successfully competed for increasingly scarce tenure-track positions in American and Canadian colleges or universities. Among those schools currently employing Orono's graduates in Canadian-American history are Arizona State, the University of Minnesota (two), Memorial University of Newfoundland, Université

Laval, Old Dominion University, the State University College at Plattsburgh (NY), the U.S. Merchant Marine Academy, the University of Ottawa, Concordia University (Montréal), Université de Moncton, Seattle Central Community College, and the University of Maine. Toward the end of their careers, two senior Canadian Studies faculty received notable recognition for their work in Canadian Studies at Orono. Professor Alice R. Stewart of the Department of History received honorary degrees from both the University of New Brunswick and St. Mary's University (Halifax), and Professor Edward "Sandy" Ives of the Department of Folklore and Anthropology received the same honors from both the University of Prince Edward Island and Memorial University of Newfoundland.

From our vantage point forty years after the launching of the University of Maine Canadian-American Center, it seems clear that the program has successfully illuminated the "Canada factor" for a good many Maine and New England residents. As Canada becomes increasingly important to the economy and security of Americans in this post-9/11 world, the program is poised now to have a continent-wide impact through its research, publications, and outreach.

## APPENDIX I

PRESIDENT'S SURVEY OF ACTIVITIES  
RELATED TO CANADA IN 1985**Introduction**

Shortly after he became president of the University of Maine in 1984, Arthur Johnson called for a survey of all the activities by Orono faculty, staff and administration that were related to Canada. As a former member of the Orono campus History Department, he had witnessed the growth of Canadian Studies in the humanities and wanted to find out how important Maine's neighbor was to the university as a whole. Appendix I condenses the contents of the four major parts of the survey, clearly revealing both the breadth and depth of the University's teaching, research and public service endeavors that focused on Maine's most important neighbor. Although no comparable survey is known to have been made either before or after this date, it seems reasonable to assume on the basis of anecdotal evidence already cited in the narrative that a significant amount of cross-border academic activity was already taking place well before 1985. As the economies of northern New England and the adjacent regions of Canada became increasingly intertwined during the early years of the 20th century, more scientists in the borderlands universities joined hands to resolve the common problems faced by those engaged in the northeastern borderlands region's natural resource-based industries.

Conclusive proof of this assertion would require tracing the interactions of hundreds of faculty involved in dozens of borderlands universities over several decades, a task that is well beyond the scope of this project. Fortunately, we do have the responses to President Johnson's 1985 query. Over two hundred individuals described an extraordinary number of teaching, research and public service endeavors with their Canadian counterparts. Collectively, these stories suggest how far the people of Maine were pursuing common interests with their Canadian neighbors. It seems reasonable to conjecture that 1985 was representative of many if not all the years since World War II at least. Certainly, those who have been reading the Maine newspapers over the past thirty years will recognize that many of the problems already under study in 1985 are still with us, and some—such as environmental, energy, security and trade issues— have become increas-

ingly significant. More than any other factor, then, the extraordinary range of cross-border political, economic, social, environmental, security, and public policy issues explains the University's sizeable investment in the study of Canada and Canadian-American relations.

### **Part I: A Survey of Activities Related to Canada in 1985**

In October, 1985, President Arthur Johnson commissioned a survey of activities related to Canada at the University of Maine [hereafter cited in this document as UMO, which it was then called]. Prompted by aggravated trade problems in the resource sectors of fishing, agriculture, and forestry, and Gov. Joseph Brennan's encouragement for greater involvement by the University in Canada-related instruction, research, and public service, this survey was designed to assess current, recent, and proposed activities in order to evaluate the University's commitment in this area and to plan development of Canadian Studies.

The first part of this report organizes responses to the survey questionnaire by major divisions and units of UMO. Respondents' comments are reproduced in detail and organized as current activities (CA), activities of the past five years (APFY), and proposed activities (PA).... As anticipated, activities related to Canada are substantial and extend throughout the University. Over 200 respondents represent over 50 units of UMO. Activity is documented for every major division of the University and concentrated in Academic Affairs, where every College is well represented....

Almost 70 faculty teach over 100 courses with Canadian content at the undergraduate and graduate levels. In the previous academic year these courses accounted for more than 2000 enrollments. Ninety students in 38 degree programs graduated with fifteen or more credit hours in Canadian courses. In addition to course work at UMO, 20 undergraduates are studying in Canada Year programs at universities across Canada. Canadian graduate students at UMO originate from Quebec and Atlantic Canada, and UMO graduates seeking advanced study in Canada generally attend universities in this region. Canadian Studies instruction is concentrated in the College of Arts and Sciences where most Humanities and Social Sciences departments offer at least one course in the Canadian area. Together they provide a core curriculum for Canadian Studies and offer Interdisciplinary Course Concentrations (ICC's) in the field. Instructional contribution is greatest in Anthropology (which also includes Folklore and Geography), Foreign

Languages (French) and History. Canadian Studies graduate instruction is concentrated in these departments. Several faculty in each of the departments of Art, Economics, English, Geology, Journalism, Political Science and Sociology/Social Work teach courses with substantial Canadian content. In other Arts and Sciences departments, and in departments in other colleges, any instructional contribution related to Canada is characteristically at the graduate level. Graduate students in Business Administration, Education, Engineering, Forest Resources and Life Sciences and Agriculture often engage in cross-border research or work on their projects in Canada. Undergraduates from these colleges enroll in Canadian Studies courses offered in Arts and Sciences and may take a minor in the field or study in Canada for a year. At UMO, Canadian Studies instruction is extensive and generally available to all students. (iii)

Current activity in Canadian-related research involves more than 100 faculty and professionals on campus, in experiment stations and at extension posts throughout Maine. A great deal of this research involves cross-border collaboration with scientists in Canadian universities and government agencies. Projects range from testing forestry equipment in Agricultural and Forest Engineering to collaborative use of the Huntsman Marine Laboratory for Redfish research in Zoology. Research falls into three major categories: scientific collaboration concentrated in the environmental sciences, cross-border public policy work in the environmental and social sciences, and humanities and social sciences research on Canada. Whereas scholarly work on Canada and cross-border scientific collaboration are well established and strongly aligned after years of development, the public policy initiatives appear more disparate and would benefit from coordination. Public policy research involves faculty in Social Science departments in the College of Arts and Sciences as well as colleagues in Business Administration, Engineering, Forest Resources, and Life Sciences and Agriculture. Centers in External Affairs and Research divisions also engage in cross-border policy research in Marine Studies, Industrial Cooperation, Public Administration and Cooperative Extension. Canadian-related research is evident in almost every unit at UMO indicating some aspect of activity related to Canada.

Public service and outreach activities are even more extensive and involve almost 130 respondents in a range of efforts from Canadian cultural events to providing advice on Canadian films to small businesses in Maine. In the College of Arts and Sciences, Canadian Studies outreach originates among faculty in all departments where

research and instruction on Canada is evident. Through consulting activities, speaking engagements, NEA and NEH programs for state constituencies, conferences and other programs, knowledge and understanding of Canada is conveyed to Maine's citizens. Similar profiles are evident in other colleges as well, particularly in Forest Resources and Life Sciences and Agriculture where outreach and research activities related to Canada are well integrated. Other units with well developed public service and outreach efforts in the Canadian area are the University Libraries, Cooperative Extension Service, Center for Maine Studies, Athletics and Franco-American Center. The Canadian-American Center works with other units to coordinate public service and outreach efforts and as a National Resource Center for Canada initiates its own programs in this area.

...Most respondents involved in the Canadian area plan to continue work in this area and more are joining their ranks every year. The University of Maine at Orono is continuing to build its programs in the Canadian area and enhancing its reputation as an institution with one of the most comprehensive Canadian Studies centers in the United States.

## **Part II: Trade-Related Canadian Activities at the University of Maine at Orono**

A significant proportion of the instruction, research and public service activities of respondents involved in work related to Canada is effort relevant to cross-border trade. The tabulation of respondents indicates that trade-related activity is evident in most colleges but concentrated in the research and public service activities of respondents from the Colleges of Forest Resources, Business Administration and Life Sciences and Agriculture, several units of the division of External Affairs, and Social Science departments in the College of Arts and Sciences....

## **Part III: Exchange Opportunities with Canada for the University of Maine at Orono Community**

Art:

...exchange opportunities ranging from departmental collaboration with the Nova Scotia School of Design to annual exhibitions of Canadian art in UMO galleries.



Association of Atlantic Canada University Presidents:

...presidents of UMO meet annually with presidents of the Atlantic Canada universities to discuss programs and opportunities of mutual benefit.

Athletics:

...various athletic contests, especially in hockey and basketball, are scheduled throughout the school year. Canadians are recruited for UMO football, hockey teams. Both basketball and hockey coaches conduct summer clinics in Canada.

Canada Year:

...in past 15 years over 400 UMO students have attended 23 Canadian universities from Newfoundland to British Columbia. Fields of study include all disciplines in Arts and Sciences, Business Administration, Education, Engineering, Forest Resources, and Life Sciences and Agriculture.

CANUSA:

Established in 1977, CANUSA is the abbreviation used for the joint Canada-U.S. program dealing with the spruce budworm problem. Contains members of both the U.S. and Canadian academic communities. Numerous research projects were completed by UMO scientists in collaboration with their Canadian counterparts.

College of Forest Resources Exchange:

The College of Forest Resources has had a long and productive exchange program with UNB. Cooperative research programs, cooperative publication efforts, various symposia and workshops, visiting professorships, invited speakers and student exchanges are all facets of the UMO-UNB relationship. United States Information Agency (USIA) and CANUSA projects have further expanded UMO-UNB exchange opportunities in the field of forestry. Similar forestry liaisons with programs in Canada are developing with Laval, UBC and University of Toronto.

College of Education:

Exchange opportunities between the College of Education at the University of Maine and various Canadian universities have multiplied. A USIA Grant has provided for a UMO-UNB faculty exchange opportunity for an Environmental Education Course for Teachers of New Brunswick and Maine; another USIA grant allows for the study

of Pre-college Energy Knowledge and Attitudes of New Brunswick and Maine; and the "Student Teaching in Canada" program allows for College of Education students to do an advanced student-teaching internship in a Canadian school after completing a successful first student teaching experience in a Maine school.

College of Life Sciences and Agriculture Exchange:

In addition to substantial individual faculty exchange with Canadian scientists, the College of Life Sciences and Agriculture is re-establishing a student exchange program with the Nova Scotia College of Agriculture in Truro.

Graduate School:

The Graduate School encourages exchange with Canadian universities. New England, Atlantic Provinces, Québec Fellowships support graduate students involved in degree research on Canada or a cross-border topic. Atlantic Provinces Tuition Scholarships are available to students from Atlantic Canada. Canadian Embassy grants are available for PhD research in Canada. UMO's exchange agreement with UNB facilitates graduate as well as undergraduate and faculty exchange.

McGill University:

Student and faculty exchanges between the University of Maine and McGill University have been on-going for many years. Many informal and formal contacts between UMO and McGill faculty are present as well.

Music:

In the past, the Music Department at the University of Maine at Orono has been involved in various exchange opportunities with Canadian universities. The University Singers participated in a 14-concert tour which culminated in Montréal.... In addition, Canadian exchange concerts between UMO and Laval University have enriched both communities.

University of Maine Law School:

For more than a decade, the Law School has had a Canadian Legal Studies Program in which it works closely with and is supported by the Canadian-American Center at UMO. A principal component of this program is an exchange relationship with the Faculty of Law at Dalhousie University in Halifax. This exchange has consisted of spon-

sorship of joint conferences and research projects, student exchanges, faculty visits, and a joint moot court program. Less formal relationships have been established with the University of New Brunswick Law School, and exploratory meetings have been held with members of the Faculty of Law at the University of Sherbrooke, Quebec.

UMO/UNB Faculty Exchange in the Environmental Sciences:

UMO and UNB, with the support of a grant from the USIA, have established a formal relationship for faculty exchange and enrichment in the environmental sciences and economics. This program commenced in the 1983-84 academic year and consists of short (one to two-week), mid- (summer or semester) and long- (academic year) term exchanges involved faculty in Biology, Forest Resources, Geology, and Economics from UNB and their counterparts in Biology, Botany, Zoology, Entomology, Microbiology, Forest Resources, Geology and Economics at UMO. Further faculty enrichment, research expansion, and instructional enhancement has occurred through innovations in cooperative courses and seminars. It is hoped that during the three-year grant period the UMO-UNB faculty exchange program will enhance international understanding of environmental problems confronting both Canada and the United States.

University of Maine/Western Washington University  
Faculty Exchange:

In September, 1980, the Canadian-American Center at UMO and the Center for Canadian and Canadian-American Studies of Western Washington University established a Canadian Studies Fellowship program. The program meets the need of both campuses. One Canadian Studies scholar from each university spends the fall term on the other campus. The faculty member teaches one Canadian Studies course, gives public lectures, meets with students, consults with scholars in Canadian Studies in his or her discipline, and engages in a regional cross-border research project. Thus, through the Fellowship program faculty at both universities are exposed to a different intellectual environment and students are provided with a greater variety in Canadian courses....

The Canadian-American Center and Canadian Awareness and Understanding in Maine:

Central to the philosophy of the Canadian Studies Program at Orono is the feeling that the community at large as well as the academic

community should be involved in as many of the activities of the program as possible. This principle reflects the Land Grant and Sea Grant missions of the University.

- importance of outreach to business community and to general public
- referral services
- cooperation with state government:
  - Office of Canadian Affairs, established by Governor Kenneth Curtis, 1973
  - Office of Canadian Liaison, Maine Legislature
- promotion of Canadian cultural activities:
  - musical events (1985):
    - Liona Boyd, a classical guitarist
    - Loup Garou, a Montreal folk-rock group
    - John Cousins, a PEI folk singer
    - Stringband, from Toronto
  - exhibits (1985):
    - Canadian landscape paintings
    - David Blackwood exhibition
    - exhibition of skater/painter Toller Cranston's work
    - several Canadian native art and artifact shows
    - Canadian political cartoons
  - outreach to elementary, secondary schools
  - Fogler Library collection of Canadiana:
    - facilitating faculty development and research in Canadian field
  - selected conferences:
    - Canadian-American Conference (1951)
    - UMO-UNB Conference (1964)
    - Maritime and Regional Studies (1971)
    - The French in North America (1972)
    - Inter-parliamentary Conference of New England legislators (1974)
    - Fortieth Anniversary Conference on Educational Problems in Canadian-American relations (1978)
    - ACSUS Conference (1983)
    - Resource Economies in Emerging Free Trade (1986)

**Part IV. Teaching, Research, and Public Service activities by  
UMaine Faculty and Staff involving Canada**

1) Honors tutorials:

- Spring 1985–French Canadian Literature in Translation
- Spring 1984–Fiction of French Canada in Translation
- Spring 1983–French Canadian Literature in Translation
- Fall 1982–Canadian Energy and Environmental Problems
- Spring 1982–French Canadian Readings in Translation
- Fall 1981–The Canadian Experience
- Spring 1981–French Canada
- special Honors summer program on Canada

College of Arts and Sciences departments:

Anthropology

- 2) Archaeology of Fort Pentagoet
    - excavation of early Acadian sites, Castine, ME
  - 3) Northeast Archives of Folklore and Oral History
    - cross-border repository, with a “great deal” of material from NB and PEI in particular.
  - 4) Professor David Sanger regularly reviews grant proposals for Canada Council.
- (122) Prof. James Acheson participated in seminars at Dalhousie’s Ocean Studies Institute, 1983, 1984.

Economics

- 5) Professor Jim Wilson: consultant to the New England Governors/Atlantic Premiers’ Bilateral Working Group on Canadian-U.S. Fisheries.
- (123) Prof. Ralph Townsend: working with Prof. Jim Wilson to develop a U.S.-Canadian research project in fisheries trade.
- (124) Prof. James Wilson: “I am in the process of organizing a nine-university research consortium concerned with the Canadian/U.S. fisheries trade problem on the Atlantic coast. I am also in the process of organizing (with Prof. Irving Kornfield) a fall 1985 conference on the scientific and economic differences in the Canadian and U.S. approaches to fisheries management, already supported by New England Governor’s Conference and New England Fisheries Management Council... I am currently working half-time for the State Planning Office in support of their efforts to encourage Canadian/U.S. negotiations.... [Our]

proposal suggests, among other things, a restructuring of market institutions on both sides of the border and is closely correlated with the purpose of the nine university consortium above. I continue as a consultant to the New England Governor's/ Atlantic Premier's Bilateral Working Group on Canadian/U.S. Fisheries. I am a member of the Canadian Fisheries Committee of the New England Fisheries Management Council.... I was principally responsible for the preparation of the fisheries economics and Canadian Government policy analysis used by the Legal Affairs Division of the U.S. Dept of State in its presentation before the World Court of the U.S. case concerning the delimitation of the Canada/U.S. boundary in the Gulf of Maine...." Held UMO/UNB Faculty Exchange Grant, 1985.

#### Foreign Languages and Classics

- 6) Professor James Herlan: conducted French language immersion program in Québec for two weeks during May term for 40 students.

#### Geology

- 7) Professor L.K. Fink, Jr, conducted field studies of raised beach complexes in Labrador and Newfoundland in 1982, 1983.
- 8) Prof. Charles V. Guidotta, "worked with W.E. Trzcienski of U. Montréal on doing geobarometry of the low-grade metamorphic rocks in the Eastern Townships of Québec."

#### History

- 9) Prof. R. H. Babcock, full-time Canadianist, elected vice-president (1980-82) and president (1982-84) of Canadian Historical Association's Committee on Canadian Labour History; he publishes in field of Canadian-American labor history.
- 10) Prof. C. S. Doty, vice-president, Northeast Council for Québec Studies (1984-, sec'y, same, 1983-84, Québec Summer Seminar, Canadian Government Faculty Enrichment Grant; publications in Franco-American history.
- 11) Prof. Jacques Ferland, full-time Canadianist; recently completed PhD thesis at McGill on evolution of social relations in the Canadian leather industry, 1890-1920, with emphasis on the impact of U.S. multinationals on tanning and boot/shoe industries of Canada.
- 12) Prof. Richard Judd conducts research on cross-border aspects of New England forest history.

- 13) Prof. William Pease previously taught at U. Calgary.
- 14) Prof. David Smith engages in climatological research in conjunction with National Museum of Canada and Huntsman Marine Laboratory, New Brunswick.

#### Journalism

- 15) Prof. Alan Miller is an expert on the Canadian press.

#### Mathematics

- 16) Prof. Clayton Dodge has made many contributions to *Crux Mathematicorum*, a Canadian mathematical problem journal.
- 17) Prof. Pushpa Gupta, Math is working on research project with Dr. R.D. Gupta, UNB, Saint John.

#### Music

- 18) Prof. Dennis Cox, director, UMO choral music program, took University Singers on a 14-concert tour that culminated in Montréal, performing during Sunday 11 a.m. High Mass at Notre Dame Cathedral.
- 19) Prof. Janet Gilbert, Music, participates in exchange concerts with Laval University String Quartet.

#### Physics

- 20) Prof. Neil Comins, also a member of Canadian Astronomical Society, has given two talks at St. Mary's University, Halifax, and he supervises a PhD student from Canada.
- 21) Prof. Michael Grunze is collaborating with Prof. H. Kreuzer, Dalhousie, on construction of ultra high-vacuum apparatus.
- 22) Prof. Tai-Huang is involved in collaborative research with UNB faculty applying NMR techniques to study wood decay.
- 23) Prof. William N. Unertl is a member of staff attached to Chalk River (Canada) Nuclear Laboratory, Atomic Energy Canada Ltd., and typically spends 2-3 mo/year conducting NSF-sponsored research in surface physics and chemistry.

#### Political Science

- 24) Prof. Edward Collins conducted research on U.S./Canada Gulf of Maine boundary dispute.
- 25) Prof. Edward Lavery has a UMO/UNB faculty exchange grant, 1985, on strategy implementation in forest management.
- 26) Prof. Michael Palmer is publishing an article on George P. Grant, a prominent Canadian academic.

- 27) Prof. Khi V. Thai: conducting comparative research on as aspect of state and local government financing in the U.S. and Canada.

Psychology

- 28) Prof. Catherine Garvey served as the outside reviewer of a PhD thesis for graduate faculty at U. Victoria, Sept 1985. Occasionally she reviews research proposals submitted to Canadian Social Science Research Council.
- 29) Prof. Richard Pare led students on field trips to Moosonee, ON, for studies of Cree culture.

Sociology

- 30) Prof. James Gallagher taught at Univ. of Waterloo before coming to UMO; tutors History graduate students in Canadian sociology.

Speech Communications

- 31) Prof. Marisue Pickering is currently training seven Canadian graduate students in the communication disorders program.

Theatre

- 32) Prof. Al Cyrus is preparing a student production of "The Ecstasy of Rita Joe," using Canadian guest artists, and will tour Franco-American and Indian centers in Maine during Spring 1987.

Zoology

- 33) Prof. James McCleave is a visiting professor of Zoology, McGill University, where he is researching eel migrations with Canadian scientists.
- 34) Prof. Franklin Roberts is researching redfish (ocean perch) with a professor at UNB; researched genetics of Atlantic salmon with a scientist at Salmon Research Lab at St. Andrews, NB that ended in 1980.
- 35) Prof. Bruce Sidell: collaborative scientific research with Dr. W.R. Driedzic, Dept of Biology, Mt Allison University (NB); also with Dr. T.W. Moon, Dept of Biology, U Ottawa.
- 36) Julian Smith, a research associate and post-doctoral fellow, taught summer field course in marine parasitology, 1985, with Drs. M. Burt, B.MacKinnon, UNB, at Huntsman Marine Lab, St. Andrews, NB.



- 37) Robert Steneck, a UMaine research assistant, was invited to give seminars in Canada, hosted Canadian faculty at UMO, and is interested in conducting research in vicinity of Canadian portion of Georges Bank.
- 38) Prof. David K. Stevenson, (zoology/oceanography): joint hydro-acoustic survey for herring in Passamaquoddy Bay/Grand Manan Island/eastern Maine waters, aboard a Canadian research vessel based in St. Andrews. He has collaborated with Canadian fisheries scientists in St. Andrews on identification of herring stocks in eastern Maine and Bay of Fundy, and he conducted joint larval herring surveys in NB/eastern Maine coastal waters in 1982. He participated in a Marine biology symposium at Huntsman Laboratory at St. Andrews, NB, in June, 1984.
- 39) Prof. Seth Tyler, Zoology, taught a course in Marine parasitology at Huntsman Marine Laboratory as part of UMO/UNB faculty exchange grant in 1984.

#### College of Business Administration

- 40) Prof. Jacob Naor, marketing, conducted research on export behavior of Canadian firms during the early stages with Philip Rotson, a member of the Center for International Business Studies, Dalhousie U. Naor also engaged in joint research with Dr. Stan Reid, UNB, on export channel relationships between NB manufacturers and Maine distributors.
- 41) Prof. Rod Forsgren, management, held a UMO/UNB faculty exchange grant, 1985, on strategy implementation in forest management.
- 42) Prof. Robert Strong, finance specialist, is engaged in preliminary research on non-traditional portfolio components with a faculty member in finance at Concordia U., Montréal.

#### College of Education

- 43) Prof. Lloyd Barrows, engaged in a UMO/UNB faculty exchange, 1984, conducted a study of pre-college energy knowledge and attitudes of NB and Maine; taught an environmental education course for teachers of NB and Maine.
- 44) Prof. Gordon Donaldson's Educational Administration program "draws from the Maritimes, especially in summer courses. Several were admitted to the UMO doctoral program; the first graduate was from Labrador and did his research on the effects of isolation/school size on school principals there."
- 45) Prof. Walter McIntire was a consultant to Labrador East integrated school board, 1985.

- 46) Prof. Bernard Yvon: "conducted elementary math education in-service activities at several Canadian school systems, and (has) given papers at various professional conferences in Canada." He established a student teaching-in-Canada program for UMO College of Education students "who want to do an advanced student-teaching internship after completing a successful first student teaching experience in a Maine school."
- 47) Prof. Lucille Zeph participated in a conference titled "The Second Northeast: International Symposium on Exceptional Children and Youth" with over 1,000 educators, administrators from Maine, NH, VT and the Atlantic Provinces, on Oct 9-11, 1985.

#### College of Engineering and Science

- 48) Prof. John Alexander, participated in a 1984 faculty exchange workshop between UMO and UNB.
- 49) Prof. Earl Epstein conducted research related to land information systems in NB and Maine.
- 50) Prof. E.M. Sheppard spent his 1982 sabbatical working at MITRE Group on a local area network for the House of Commons, Ottawa.
- 51) Prof. John Vetelino is currently a visiting professor at Royal Military College, Kingston.
- 52) Prof. John D. Wilson is engaged in in-flight testing for acoustic emission signals, a project based at Royal Military College, Kingston, and he is actively cooperating with Canadian Ministry of Defence.

#### College of Forest Resources

- 53) Dean Greg Brown, College Forest Resources: received a UMO/UNB faculty exchange grant in 1984.
- 54) Prof. Kathy Carter engaged in joint research with E.K. Morgenstern, UNB, on genecology of tamarack in ME and NB.
- 55) Prof. Ivan J. Fernandez: "As related to my research on atmospheric deposition and forests, I routinely interact informally with Canadian colleagues."
- 56) Prof. Michael Greenwood has a contract for research with J.D. Irving Corp, Sussex, NB, involving the accelerated breeding and testing of white spruce.
- 57) Prof. Richard Jagels is collaborating with Dr. Jean Poliquin of Laval U. in research, and teaching a short course in collaboration with Mark Schneider, UNB.

- 58) Prof. Barry Goodell has a faculty exchange with UNB, 1985; has published with faculty at Laval; published in Canadian journals, conducts joint research with UNB faculty on the detection of fungal decay in wood, has received grants from the Natural Sciences and Engineering Council of Canada, and conducted postdoctoral research on wood preservation at Laval U., Québec City.
- 59) Prof. Benjamin Hoffman has a two-way exchange in teaching and applied research with faculty at UNB and Laval, with the NB Forest Extension Service, and with the Forest Engineering Institute of Canada, consisting of "an active, informal sharing of ideas, including research cooperation and public demonstrations." Two pieces of "appropriate technology" logging equipment at UMO are now being manufactured, on a small scale, in eastern Canada.
- 60) Prof. Norman Smith has been cooperating with the UNB College of Forestry on the development of wood chip furnaces and wood chip processing systems since 1979.
- 61) Charles J. Simpson, supervisor of the UMO university forest, visited Laval's experimental forest in 1984; participated in a faculty program in 1984 with Laval, UNB and UMO, and gave Laval University's forest supervisor a tour of the UMO forest.
- 62) Prof. Patrick Brown is the advisor for MS degree research projects on behavior and habitat selection of common goldeneyes in ME which are funded by a waterfowl research station in Delta, Manitoba, and involved in another project on molt ecology of black ducks at Nutak Labrador, which is funded by Atlantic Flyway Council.
- 63) Prof. Mark McCollough supervises graduate students working on Canadian topics; attends the annual wildlife graduate student conference held each February by students from UMO, UNB, Acadia University (NS), McDonald College (Montreal), UVM, UNH, and Memorial (Nfld) who present papers on research at their respective schools.
- 64) Prof. Ray Owen sends one or more wildlife undergrads to Canadian schools each year, supervises grad students working on Canadian topics, is a participant in UMO/UNB faculty exchanges, and is developing several joint cross-border research proposals.
- (125) Prof. Richard A. Hale: 3-5 Canadians attended yearly 19 of UMO's annual wood drying short courses; UNB has instituted a similar program with UMO cooperation.

College of Life Sciences and Agriculture

Agricultural Engineering

- 65) Prof. James H. Hunter, chair, Acadia section of American Society of Agricultural Engineers (includes Maine and Maritime Provinces), has been invited to participate in workshops in NB, NS and PEI.
- 66) As part of his research for a MA thesis, Michael MacDonald, a graduate student, has collaborated with two members of Forest Engineering Research Inst. of Canada (FERIC) in the evaluation of torques developed when cutting woody specimens with circular saw blades.
- 67) Prof. John Riley collaborated with FERIC on testing forest laboratory equipment and engaged in cooperative research with Fisheries Research Institute in BC on herring transport system; wood chip furnace development. He has also published joint papers with UNB faculty.

Agriculture and Resource Economics

- 68) Prof. Alan Kezis is in the process of developing a coop agreement with USDA's Economic Research Service to further examine the Canadian potato trade, market structure, and technological innovation, including (1) a comparative examination of the structure of the potato production and marketing industries in US and Canada, 2) a look at how the two countries have adapted technological innovation, and 3) the construction of an econometric model to determine the impact of Canadian imports on U.S.-Canadian market.
- 69) Prof. Gregory White has prepared a paper for an international conference on managing the analysis of environmental impacts from the proposed Fundy Tidal Power Project, and is also studying organizations and structures for the joint U.S./Canadian management of international natural resources.
- 70) Prof. Glenn K. Widdes hosted a two-day bus tour by NB dairy-men of Maine dairy farms to share production ideas, and he was a guest speaker for a NB Holstein breeders meeting in 1984.

Animal and Veterinary Science

- 71) Prof. Barbara Barton's "primary activity has involved livestock marketing efforts between the New England states and the Maritime provinces. She has invited speakers from Agriculture Canada and Agricultural Research Stations there to discuss these

topics. Livestock producers from the Maritimes Provinces have toured our state."

- 72) Prof. H.C. Gibbs collaborates with the Institute of Parasitology at McGill U. in publishing papers on dynamics of nematode populations in mice. He is also the external examiner for a PhD candidate at U. of Guelph (Ontario).
- 73) Prof. Robert O. Hawes engages in "informal collaboration with Dept of Animal Science at U. Guelph for work with ahemeral lighting systems in poultry management. One of his graduate students spent two weeks during summer 1985 at the University of Guelph (Ontario) under guidance of Dr. Robert Etches analyzing chicken blood samples for levels of a hormone involved in avian ovulation."

#### Biochemistry

- 74) Prof. Anne P. Sherblom has established a preliminary collaborating relationship with a researcher at Mt Sinai Hospital, Toronto.

#### Botany and Plant Pathology

- 75) The current research of Chris Cronan on an acid rain " includes joint collaboration with two Canadian scientists, David Schindler, Freshwater Institute, Winnipeg, and Peter Dillon, Dorset Research Center, Dorset, Ontario, studying watershed responses to acid deposition at two sites in western and eastern Ontario."
- 76) Prof. Ronald Davis is engaged in a "joint project with Dr. Pamela Stokes and Kit Yung of the Institute of Environmental Studies, U. Toronto, on biological responses of lakes in northern New England to acid rain. He has another joint project with Dr. John Smol, Biology Department, Queen's University (Ontario), on sedimentary analyses of phytoplankton remains in cores from northern Maine lakes for the purpose of reconstructing history effects of acid rain on these lakes. He is also collaborating with Dr. Robert Mott, Canada Geological Survey (Ottawa) and Pierre Richard (U Montréal) on paleoecology of western NB and southern Québec, including vegetational reconstructions and paleoclimates."
- 77) Assoc. Dean Doug Gelinis has "a transfer agreement between [the UMO College of] Life Sciences and Agriculture and Nova Scotia Agriculture College at Truro, NS, which allows graduates

of 2-year programs at that school to transfer to UMO at in-state rates. One student was admitted last year under that program."

78) Prof. F.E. Manzer collaborates "with Dr. A. Roy McKenzie of Agriculture Canada, Fredericton, on studies on the development of symptoms of bacterial rot in new potato varieties and selections from potato breeding programs."

79) During the fall of 1985 Prof. Bernard J. McAlice made a presentation at the joint meeting of New England Estuarine Research Society and Fundy Environmental Studies Committee in Halifax.

80) Prof. Robert L. Vadas is "writing... a paper with Dr. Robert Elner, Fisheries and Oceans Division of Canada (Halifax), for *American Naturalist*. The topic involves a synthesis of the ecological relationships between lobsters and sea urchins in Maine and Canada." Recently, Vadas' major manuscript on sea urchin-lobster interactions, co-authored by Dr. Elner, was accepted for publication in *Marine Biology*, "...one of the more prestigious journals in the marine sciences." Vadas and Elner have exchanged annual seminar visits since 1981 with Elner lecturing in UMO classes on marine ecology. Vadas and Elner conducted research on lobsters, sea urchins and seaweeds at St. Andrews during 1983-85. Vadas and Elner are currently planning to submit a joint research proposal to the National Science Foundation or an equivalent for "further studies on lobster-sea urchin problem in Canada and Maine." Vadas has also collaborated with Dr. John Foster, Huntsman Marine Lab, on effects of nuclear power plants on marine life. The Fisheries and Oceans Division of Canada assisted one of Vadas's graduate students in obtaining bloodworm samples from four locations in eastern Canada. He has served as external evaluator of doctoral theses at Dalhousie U. (Halifax) and Memorial U. (Nfld).

#### Entomology

81) Prof. John B. Dimond has informal and formal contacts with Canadian colleagues in research on the spruce budworm problem. He presented paper at Acadian Entomological Meeting in St. John's, Nfld in August, 1985. The U.S. Forest Service and the Canadian Forest Service have supported his cooperative research on the spruce budworm problem through CANUSA. He was a participant in the UMO/UNB faculty exchange program in 1985 (S. Goltz, UMO, and R.B. Dickinson, UNB). Dimond is past president of Acadian Entomological Society; on the board of

directors of Entomological Society of Canada, and President and Program Committee member of Eastern Spruce Budworm Research Work Conference (covering eastern U.S./eastern Canada).

- 82) Prof. H.Y. Forsythe, Jr. has an "especially close collaboration on lowbush blueberry problems with Canadians..."
- 83) Prof. Eben A. Osgood will be "president for next two years (1985-87) of the Acadian Entomological Society, a branch of the Entomological Society of Canada, which includes the Maritime provinces and Maine." The next annual meeting (1986) will be held in Orono. He has collaborated with various individuals in the Maritimes in forest insect research.

#### Human Development

- 84) Prof. Marc Baranowski is "currently engaged in a cooperative research effort on the psychological and family stress associated with human aging with a colleague at Mount Saint Vincent U., Halifax." Baranowski attended several conferences on aging and gerontology in PEI and NS. In 1985 he delivered an invited lecture on "Aging and Family Stress: Current Issues" to faculty of Mount Saint Vincent and Dalhousie Universities in Halifax. He plans to spend a sabbatical next semester analyzing data at Mount Saint Vincent U., "hoping it will lead to external funding for a joint Canadian-U.S. research project involving cross-national comparisons."
- 85) Prof. Gary Schilmoeller: supervised an MA student from NB who completed her work in August, 1985.

#### Maine Agricultural Experiment Station

- 86) Prof. Wallace Dunham's cross-border work was reviewed in the work of Kezis, Criner, and Leiby above.

#### Microbiology

One graduate student at UMO is interested in research at Dalhousie on pathogenesis of Reye's Syndrome, "especially in cases where insecticide was sprayed in heavily forested areas."

#### Plant and Soil Sciences

- (87) Prof. Paul R. Hepler published an article on Augusta lowbush blueberry in the *Canadian Journal of Plant Science* (October, 1975).
- (88) Prof. William C. Olien is involved in a regional project, "Root-stock and Interstem Effects on Pome and Stone Fruit Tree

Growth and Fruiting," initiated in 1977 under USDA and now international in scope. Research stations in four Canadian provinces (BC, ON, QB, and NS), 29 states and Mexico are cooperating. "Major goals are to determine environmental effects on morphological and physiological traits of fruit tree rootstocks, and consequent effects on tree growth and fruit yield. An important added benefit of this project is the opportunity for closer cooperation and communication with research stations in Canada. Coordination of fruit research programs throughout the Northeast U.S. and adjacent Canada is critical, since we share the same general environmental conditions, and also the general problem of inadequate funding and support for research." (emphasis added)

- (89) Prof. Alvin F. Reeves reports that "Representatives of Agricultural Canada in Fredericton are participating in potato variety trials (including U.S. selections) through formal cooperation and the free exchange of information and visits with various workers in potato breeding programs of Agriculture Canada and UMO." There is also a formal exchange of scientists from Agriculture Canada and from the UMO Plant and Soil Sciences.
- (90) Prof. Jeffrey Risser reports that "...Canadian and American blueberry groups have participated in conferences on blueberry soil fertility and soil testing."
- (91) Prof. John M. Smagula believes that the "annual lowbush blueberry conference provides a valuable forum for exchanges among researchers, extension personnel and growers from ME, Québec, NB, NS, and PEI." Smagula "trained two Canadian employees of Blueberry Acres, Ltd, NS in tissue culture propagation techniques through formal courses. He expects an additional two to enroll in 1986."

#### University College

- 92) Prof. Ruth Nadelhaft, English: delivered paper at a joint conference of the Canadian Association of American Studies and the Association for Canadian Studies in Toronto on domestic violence in literature that was subsequently published by a journal put out by the U. of Manitoba.

#### Graduate School

- 93) Karen Boucias points out that the UMO Graduate School offers fellowships/scholarships specifically for Canadian students—the NEAP fellowships and the Atlantic Provinces Graduate Scholarships.



#### University Libraries

- 94) Elaine Albright, director of libraries at UMO, held a UMO/UNB faculty exchange grant for 1985.
- 95) Reference librarian Francis Wihbey said that UMO is one of only 30 or so U.S. universities that have been (since 1967) a depository for Canadian federal government documents. Fogler also collects Canadian topographic maps. Wihbey visited several libraries in Québec City in Spring, 1984, and met with his counterpart at Harriet Irving Library, UNB, in 1985. He participated in the planning for a Canadian-American Librarianship Conference held at Fogler Library during the summer of 1981.
- 96) Thomas Patterson reported that "A book approval plan with Coutt's Library Services was recently initiated to increase Canadian book holdings. A Fogler librarian chairs the Canadian Studies Resources Committee within the American Library Association. The Canadian-American Center's library consultant maintains an office in the library and works closely with the Reference Dept, Head of Acquisitions and Collection Development to keep abreast of and stay involved with activities of mutual interest. Fogler librarians have participated in activities of the Atlantic Provinces Library Association (APLA), the Association for Canadian Studies in the U.S. (ACSUS), and the Canadian Studies Resources Committee of the American Library Association. Librarians have represented UMO at such special Canadian-related library conferences as those hosted by Duke U. in 1981 and 1984. At several of these functions UMO librarians have served as panelists, speakers or moderators. The proceedings of the conference on Canadian-American Librarianship at UMO were published in 1983. In the early 1980s, reference librarians and the documents librarian visited major archives and libraries in Ontario, Québec, NB, and NS. Exchange staff visits have more recently been arranged between Fogler and the UNB Library in Fredericton. Librarians have taken a number of Canadian-related courses and seminars and have produced a series of bibliographies and finding aids of interest to researchers concerned with Canada. The purchase of the Pre-1900 Canadiana microfiche collection over a ten-year period is a major acquisition."

"An experimental job exchange program is being established between Fogler and the UNB Library. It is hoped that this project will evolve into a regular professional development opportu-

nity for librarians at both institutions. The Head Reference Librarian is developing closer ties with the Canadian-American Center's Library Consultant...."

#### Bureau of Public Administration

97) Alex N. Pattakos, staff associate, has been working recently with the City of Eastport on its port development strategy, which has implications for Canadian/U.S. trade relations. "I am working with several academic colleagues in political science/public administration on other campuses to develop a microcomputer network that includes Canadian scholars."

"My work with pro-Maine has also forced me to be more aware of Canadian/Maine/U.S. relationships. In addition, I have taught a course at the University of Maine at Machias as part of the Mobile Graduate Program, during which several Canadian issues surfaced. For example, one of the students in this class, who was a supervisor for the Maine Department of Human Services, conducted a study on the impact of migrant (Canadian) Indians on local communities in Washington County under my supervision. Her research focused explicitly on the burden these migrant workers placed on town general assistance budgets."

"I am also co-editor of an issue of *Publius, the Journal of Federalism*, which brought me together with three faculty members from the Dept of Political Science, U. Calgary, who contributed an article examining the impact of the 1984 Canadian election and the new Charter of Rights and Freedoms on Canadian federalism."

#### Cooperative Extension Service

98) Marvin Blumenstock, forestry specialist, is cooperating with the "Forest Extension Service in NB... to produce a video tape on forestry. We have published jointly with NB Forest Extension Service."

99) Tom DeGomez, blueberry specialist, is in "the process of working on a blueberry harvesting film with Serge Michaud, blueberry specialist of NB. We will share footage of mechanical harvesters. I've used Jack Sibley, Extension Blueberry specialist of NS, as a resource for blueberry grower meetings."

(100) Ira L. Ellis frequently calls "upon the consultant services of Mr. Joe Latiburek of Building Engineering Design Corp., Toronto. His counsel has proven to be of great value in connec-

tion with our Extension energy program and the Warm Home Energy Project."

- (101) Louis S. Fourman, program leader, notes that "CES Extension agents in Presque Isle and Houlton who work with 4-H programs have had joint programs with their agriculture Canada counterparts in the past."
- (102) Forest M. French, Associate Extension Educator, reports that "Washington County Coop Extension Service staff and state specialists met with their counterparts in NB to share program information and to work on mutual programs of concern. Data gathering and market studies have been conducted by CES in Québec and Maritime provinces for meat and dairy products which may become part of the Pleasant Point Passamaquoddy economic development project."
- (103) Conrad W. Griffin, a specialist in community development, observes that since "1982 CES faculty from Washington County and Orono have periodically met with Canadian counterparts in marine, community resource development and forestry areas to discuss mutual problems, issues and opportunities. The Washington County CES office assembled background economic data which helped in the decision to adopt the empty Mearl Corp. facility to become the now productive Ocean Products, Inc., Atlantic salmon aquiculture enterprise."
- (104) Whitney Hodgkins, Extension Agent, is "utilizing introductions from the Nova Scotia Kentsville Station and other provinces to improve our selection of varieties of strawberries and raspberries for Maine growers. We have had an exchange of extension and research personnel to first hand field trials of small fruits."
- (105) Gilbert B. Jaeger, extension agent, says that "eight Canadians are on our Extension Poultry Newsletter list. When we used to have poultry servicemen's meetings, several Canadians would be in attendance. (note: due to industry changes in Maine, we do not now hold this type of meeting.)"
- (106) Harold M. McNeill, director, CES, "served on a sub-committee of the joint Canadian-Maine Small Farm Committee to assess opportunities for educational programs. The Wild Blueberry Growers Association, he says, " involves Canadian and Maine growers."
- (107) Edward S. Micka, Extension economist, has "made inquiries concerning livestock marketing opportunities in Canada for Maine farmers, responded to Canadian inquiries for information

relating publications they can use in extension and for varied data about Maine's agriculture. When opportunities present themselves we try to share information on what is occurring in agriculture in the U.S. and in Canada."

- (108) The current activities of Duane A. Smith, extension economist, "include a technology sharing project with a NB agriculture cooperative. A group of extension faculty and Downeast Maine agriculturalists will be guests of the Rogersville, NB, agricultural cooperative for the purposes of studying the commercial production and harvesting of Brussels sprouts. This product is being studied to determine its potential as a complementary industry to the Washington-Hancock County blueberry industry. Other current activities include a working relationship with McCain's, Ltd., the Canadian parent company of McCain's, Inc., which has plants in Easton and Washburn, ME, including financial support to potato suppliers for storage improvements...."

#### Department of Industrial Cooperation

- (109) Richard C. Hill, director: "Kerr Controls, Ltd, Truro, NS, has a license to produce a boiler under a UMO patent."

#### Center for Marine Studies

- 110) Prof. David Dow is engaged in "cooperative projects between the community college system in NB and the Sea Grant Marine Advisory Program, [and] joint conferences with the Maine Lobster Research Institute to discuss improving channels of communication and cooperation with Canadian interests."
- (111) Prof. Lawrence Mayer is "actively engaged in research on Gulf of Maine, with an emphasis on factors which govern its overall fertility. This subject has important implications for the fisheries interests of Maine and Canada, and I therefore keep in active touch with Canadian scientists interested in similar problems. A number of marine scientists in Maine are planning large and extended research programs in the Gulf of Maine, in which we hope to actively involve the Canadian research establishment. These plans are being carried out under the aegis of ARGO Maine (Associated Researchers on the Gulf of Maine)."

#### Franco-American Center

- (112) Yvon A. Labbé, director, oversees publication of *Le Farog Forum*, which has both Canadian content and subscribers from across the border. He has an ongoing networking/referral with

L'Association des Francophones Hors Québec in Canada. He obtained \$10,000 from Québec to publish a resource book on Franco-Americans in New England.

#### Residential Life

- (113) Anne S. Johnson, dietitian, is a member Canadian Dietetic Assn (CDA) and attends their meetings. She presented a paper at the CDA meeting in Montréal, 1985, and completed an immersion course in French at the University of Québec at Chicoutimi, July 1983.
- (114) Gregory G. Stone, Residential Life, supervises two Canadian graduate assistant resident directors at Estabrooke Hall.

#### University of Maine Law School

- (115) Prof. Merle W. Loper teaches courses with Canadian content in constitutional law, international law, property, international human rights law, and Canadian legal systems.
- (116) Alison Rieser, director, Maine Law Institute, writes grants and reports related to Canadian-American relations.
- (117) Prof. Martin Rogoff serves on the Canadian exchanges committee of Maine Law Institute and received a UMO/UNB faculty exchange grant in 1985.
- (118) Dean L. Kinvin Wroth teaches courses with Canadian content in admiralty, the Canadian legal system, civil procedure, constitutional law, evidence, legal history. He is also a member of Canadian exchange committee, Dalhousie U/Marine Law Institute.

#### Academic Affairs

- (119) Victor Konrad, interim director, Canadian-American Center, conducts research on Canadian/U.S. borderland culture, edits publications, and teaches courses in Canadian geography
- (120) Prof. Rhoda McFarlane teaches Can 101, GEO 350, GEO 370, and conducts research on avalanche management in Canada.
- (121) Alice R. Stewart, Prof. Emerita of History, is a library consultant who orders teaching and research materials for Fogler Library.

## APPENDIX II

### UNIVERSITY OF MAINE PUBLICATIONS IN CANADIAN STUDIES

#### A. Books, 1939-present (in chronological order)

Morrow, Rising Lake, editor, *Conference on Educational Problems in Canadian-American Relations*, held at University of Maine, Orono, June 21-23, 1938 under the joint auspices of the University of Maine [and] Carnegie Endowment for International Peace. Orono: University of Maine Press, 1939.

Stewart, Alice R., comp., *The Atlantic Provinces of Canada: Union List of Materials in the Larger Libraries of Maine*. Orono: 1st ed. pub. by University of Maine Press, 1965; 2nd ed. published by NEAPQ Center, 1971.

Simano, Irene M., comp., *The Franco-Americans of New England: A Union List of Materials in Selected Maine Libraries*. Orono: NEAPQ Center, 1971.

Reynolds, Clark G. and W.J. McAndrew, eds., *1971 Seminar in Maritime and Regional Studies, UM Orono*. Orono: University of Maine Press, 1972.

Schriver, Edward, ed., *The French in New England, Acadia and Quebec* [Conference Proceedings] Orono: NEAPQ Center, 1973.

Reynolds, Clark G., and W.J. McAndrew, eds., *1973 Seminar in Maritime and Regional Studies, UM Orono*. Orono: University of Maine Press, 1974.

McAndrew, William J., and Peter J. Elliott, eds., *Teaching Canada*. Orono: NEAPQ Center, 1974.

Horan, James F., and Kenneth T. Palmer, eds., *Proceedings of the Inter-parliamentary Conference of Legislators from the New England States and the Provinces of Atlantic Canada and Quebec*. Orono: University of Maine Press, 1974.

Waters, Harry J., et al., *International Transportation and Trade Workshops on Transportation and Trade between the Eastern Canadian Provinces and New England States*. Orono: Canadian-American

- Center; Atlantic Provinces Economic Council; New England Council for Economic Development; University of Sherbrooke, 1976.
- Freeman, Stanley L., *Consider Canada*. Orono: University of Maine Press, 1981.
- Freeman, Stanley L., and Raymond J. Pelletier, *Manuel du professeur pour introduire les études franco-américaines/Initiating Franco-American Studies: A Handbook for Teachers*. Orono: Canadian/Franco-American Studies Project, 1981.
- Patterson, Thomas H., and Charlotte Huntley, eds., *Proceedings of the Conference on Canadian-American Librarianship*, August 11-12, 1981. Orono: Raymond H. Fogler Library, 1983.
- Herlan, James J., *The Study of French Canada at the University of Maine at Orono*. Orono: Canadian-American Center, 1983.
- Konrad, Victor A., *Canadian Studies at the University of Maine at Orono: A Program Review, 1982-1983*. Orono: Canadian-American Center, 1983.
- President's Survey of Activities Related to Canada at the University of Maine at Orono*. Orono: Canadian-American Center, 1985. [See excerpts in Appendix I]
- Konrad, Victor, Lisa Morin & Rand Erb, comps., *Resource Economies in Emerging Free Trade: Proceedings of a Maine/Canadian Trade Conference, January 9-10, 1986*. Orono: University of Maine Press, 1987.
- Hornsby, Stephen J., Victor A. Konrad, James J. Herlan, eds., *The Northeastern Borderlands: Four Centuries of Interaction*. Fredericton: Acadiensis Press; Orono: Canadian-American Center, 1989.
- Saia, Brian J., *The Maine-Canada Connection: New Opportunities for Maine Businesses*. Augusta: Maine Dept. of Economic and Community Development: Maine Division of International Programs; Orono: Canadian-American Center, 1989.
- Konrad, Victor, ed., *The Gulf of Maine, Sustaining our Common Heritage: Proceedings of an International Conference held in Portland, ME, December 10-12, 1989*. Augusta: Maine State Planning Office; Canadian-American Center, University of Maine, 1989.

Beattie, Betsy, comp., *The Canadian Collection of the Fogler Library*, University of Maine: A Preliminary Guide to Research Materials. Orono: the Library, 1991 & 1995.

Baker, Emerson W., Edwin A. Churchill, Richard S. D'Abate, Kristine L. Jones, Victor A. Konrad, and Harald E. L. Prins, eds., *American Beginnings: Exploration, Culture, and Cartography in the Land of Norumbega*. Lincoln: University of Nebraska Press, 1994.

#### B. Borderlands Monograph Series, 1989-91

McKinsey, Lauren, and Victor Konrad, *Borderlands Reflections: The United States and Canada*. Orono: Canadian-American Center, Borderlands Monograph Series #1, 1989.

Gibbins, Roger, *Canada as a Borderlands Society*. Orono: Canadian-American Center Borderlands Monograph Series #2, 1989.

Lipset, Seymour Martin, *North American Cultures: Values and Institutions in Canada and the United States*. Orono: Canadian-American Center Borderlands Monograph Series #3, 1990.

Blaise, Clark, *The Border as Fiction*; Russell Brown, *Borderlines and Borderlands in English Canada*. Orono: Canadian-American Center Borderlands Monograph Series #4, 1990.

Patrick McGreevy, *The Wall of Mirrors: Nationalism and Perceptions of the Border at Niagara Falls*; Chris Merrit, *Crossing the Border: The Canada-United States Boundary*. Orono: Canadian-American Center Borderlands Monograph Series #5, 1991.

#### C. Canadian-American Public Policy Series, 1992-present

Series Editors:

Peter Morici, #1-4

Robert H. Babcock, #5-59

Howard Cody, #60- present

Jockel, Joseph T., *Canada-U.S. Relations in the Bush Era*. CAPP #1, April 1990.

Carroll, John E., *Transboundary Air-Quality Relations: The Canada-United States Experience*. CAPP #2, July 1990.



- Smith, Allan, *Canadian Culture, the Canadian State, and the New Continentalism*. CAPP #3, October 1990.
- Waggener, Thomas R., *Forests, Timber and Trade: Emerging Canadian and U.S. Relations*. CAPP #4, December 1990.
- Diebold, William, *Change and Continuity in Canada-U.S. Economic Relations*. CAPP #5, March 1991.
- Carr, Graham, *Trade Liberalization and the Political Economy of Culture: An International Perspective of the FTA*. CAPP #6, June 1991.
- Jockel, Joseph T., *If Canada Breaks Up: Implications for U.S. Policy*. CAPP #7, September 1991.
- Sokolsky, Joel J., *Ogdensburg Plus Fifty and Still Counting: Canada-U.S. Defense Relations in the Post-Cold War Era*. CAPP #8, December 1991.
- Dresner, Martin, *The Regulation of U.S.-Canada Air Transportation: Past, Present, and Future*. CAPP #9, March 1992.
- Cohn, Theodore H., *Emerging Issues in the U.S.-Canada Agricultural Trade Under the GATT and FTA*. CAPP #10, June 1992.
- Fox, Annette Baker, *Settling U.S.-Canada Disputes: Lessons for NAFTA*. CAPP #11: September 1992.
- Averyt, William, *Canada-U.S. Electricity Trade and Environmental Politics*. CAPP #12, December 1992.
- Stewart, Gordon T., *Canadian Politics in a Global Economy*. CAPP #13, June 1993.
- Cohn, Theodore H., *The Intersection of Domestic and Foreign Policy in the NAFTA Agricultural Negotiations*. CAPP #14, September 1993.
- Kirton, John, *A New Global Partnership: Canada-U.S. Relations in the Clinton Era*. CAPP #15, November 1993.
- Kresl, Peter Karl, *The Impact of Free Trade on Canadian-American Border Cities*. CAPP #16, December 1993.
- Schwartz, Mildred A., *North American Social Democracy in the 1990s: the NDP in Ontario*. CAPP #17, April 1994.
- Maioni, Antonia, *The Politics of Health Care Reform in Canada and the United States*. CAPP #18, August 1994.

- Jacek, Henry J., *Public Policy and NAFTA: The Role of Organized Business Interests and the Labor Movement*. CAPP #19, October 1994.
- Tawfik, Myra J., *The Secret of Transforming Art into Gold: Intellectual Property Issues in Canadian-U.S. Relations*. CAPP #20, December 1994.
- Rosenau, Pauline V., Russell D. Jones, Julie Reagan Watson, and Carl Hacker, *Anticipating the Impact of NAFTA on Health and Health Policy*. CAPP #21, January 1995.
- Doeringer, Peter B., David G. Terkla and Audrey Watson, *Regulation, Industry Structure, and the North Atlantic Fishing Industry*. CAPP #22, June 1995.
- Clark, Phillip G., *The Moral Economy of Health and Aging in Canada and the United States*. CAPP #23, November 1995.
- Smythe, Elizabeth, *Multilateralism or Bilateralism in the Negotiation of Trade-Related Investment Measures*. CAPP #24, December 1995.
- Tatalovich, Raymond, *The Abortion Controversy in Canada and the United States*. CAPP #25, February 1996.
- Boase, Joan Price, *Health Care Reform or Health Care Rationing? A Comparative Study*. CAPP #26, May 1996.
- Morici, Peter, *Resolving the North American Subsidies War*. CAPP #27, September 1996.
- Herzenberg, Stephen, *Calling Maggie's Bluff: The NAFTA Labor Agreement and the Development of an Alternative to Neoliberalism*. CAPP #28, December 1996.
- Pustay, Michael W., *The Long Journey to Free Trade in U.S.-Canada Airline Services*. CAPP #29, April 1997.
- Boychuk, Gerard, *Are Canadian and U.S. Social Assistance Policies Converging?* CAPP #30, July 1997.
- Fox, Annette Baker, *Observing the Rules: Canada-U.S. Trade and Environmental Relations*. CAPP #31, November 1997.
- Cashore, Benjamin, *Flights of the Phoenix: Explaining the Durability of the Canada-U.S. Softwood Lumber Dispute*. CAPP #32, December 1997.

- Munro, Gordon, Ted McDorman and Robert McKelvey, *Transboundary Fishery Resources and the Canada-United States Pacific Salmon Treaty*. CAPP #34, April 1998.
- Magder, Ted, *Franchising the Candy Store: Split-Run Magazines and a New International Regime for Trade in Culture*. CAPP #34, April 1998.
- Clarkson, Stephen, *Fearful Asymmetries: The Challenge of Analyzing Continental Systems in a Globalizing World*. CAPP #35, September 1998.
- Randall, Stephen J., *A Not So Magnificent Obsession: The United States, Cuba, and Canada from Revolution to the Helms-Burton Law*. CAPP #36, November 1998.
- Alm, Leslie R., *Scientists and Environmental Policy: A Canadian-U.S. Perspective*. CAPP #37, February 1999.
- Studlar, Donley T., *The Mouse That Roared? Lesson Drawing on Tobacco Regulation Across the Canada-United States Border*. CAPP #38, March 1999.
- Smith, Joel, *Unwanted Hopes and Unfulfilled Expectations: Canadian Media Policy and the CBC*. CAPP #39, July 1999.
- Cohn, Theodore H., *Cross-Border Travel in North America: The Challenge of U.S. Section 110 Legislation*. CAPP #40, October 1999.
- Bland, Douglas L., *Who Decides What? Civil-Military Relations in Canada and the United States*. CAPP #41, February 2000.
- Irland, Lloyd C., *Should the Log and Wood Produces Trade be Regulated in the Northeastern Borderlands?* CAPP #42, July 2000.
- Goren, Lilly J. and P. Whitney Lackenbauer, *The Comparative Politics of Military Base Closures*. CAPP #43, September 2000.
- Smith, Allan, *Doing the Continental: Conceptualization of the Canadian-American Relationship in the Long Twentieth Century*. CAPP #44, December 2000.
- VanNijnatten, Debora L. and W. Henry Lambright, *North American Smog: Science-Policy Linkages Across Multiple Boundaries*. CAPP #45, April 2001.
- Kirkey, Christopher, *Washington's Response to the Ottawa Land Mines Process*. CAPP #46, August 2001.

- Miller, Kathleen A., Gordon R. Munro, Ted L. McDorman, Robert McKelvey, Peter Tyedmers, *The 1999 Pacific Salmon Agreement: a Sustainable Solution?* CAPP #47, October 2001.
- Cohen, Marjorie Griffin, *From Public Good to Private Exploitation: GATS and the Restructuring of Canadian Electrical Utilities.* CAPP #48, December 2001.
- Fry, Earl H. and Jared Bybee, *NAFTA 2002: A Cost/Benefit Analysis for the United States, Canada, and Mexico.* CAPP #49, January 2002.
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- Marmor, Theodore R., et al., *Fact or Fiction? The Canadian Medicare "Crisis" as Viewed from the U.S.* CAPP #51, November 2002.
- Golob, Stephanie R., *North America Beyond NAFTA? Sovereignty, Identity, and Security in Canada-U.S. Relations.* CAPP #52, December 2002.
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- Cody, Howard, Martin Lubin, Donald Cuccioletta and Marie-Christine Therrien, *Perspectives on U.S.-Canada Relations Since 9/11: Four Essays.* CAPP #54, September 2003.
- Bristow, Jason, *Symbolic Tokenism in Canada-U.S. Cultural Sector Trade Relations.* CAPP #55, November 2003.
- Wilson, Jeremy, *"Internationalization" and the Conservation of Canada's Boreal Ecosystems.* CAPP #56, December 2003.
- McKinney, Joseph A., *Political Economy of the U.S.-Canada Softwood Lumber Dispute.* CAPP #57, August 2004.
- Brunet-Jailly, Emmanuel, *Comparing Local Cross-Border Relations Under the EU and NAFTA.* CAPP #58, September 2004.
- Huelsemeyer, Axel, *Toward a Deeper North American Integration: A Customs Union?* CAPP #59, October 2004.
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Harles, John and Jamie Davies, *Federalism Matters: Welfare Reform and the Inter-governmental Balance of Power in Canada and the United States*. CAPP #61, January 2005.

Vengroff, Richard and Robert K. Whelan, *Municipal Consolidation Quebec Style: A Comparative North American Perspective*. CAPP #62, April 2005.

Weir, Erin M. K., *Lies, Damned Lies, and Trade Statistics: North American Integration and the Exaggeration of Canadian Exports*. CAPP #63, July 2005.

Tanguay, Georges and Marie-Christine Therrien, *The Impacts of 9/11 on Trade Costs: A Survey*. CAPP #64, December 2005.

Bow, Brian, "When in Rome": *Comparing Canadian and Mexican Strategies for Influencing Policy Outcomes in the United States*. CAPP #65, January 2006.

Stuart, Reginald C., *Too Close? Too Far? Just Right? False Dichotomies and Canada-U.S. Policy Making*. CAPP #66, April 2006.

Alm, Leslie R. and Ross E. Burkhart, *Is Spotlighting Enough? Environmental NGOs and the Commission for Environmental Cooperation*. CAPP #67, August 2006.

#### D. Historical Atlas of Maine Project

Stephen J. Hornsby, editor  
Richard W. Judd, editor  
Michael Hermann, head cartographer  
Abigail Smith, publication specialist

The *Historical Atlas of Maine* is an ambitious attempt to present in cartographic form the historical geography of this state from the end of the last ice age to the recent millennium. The *Historical Atlas of Maine* is divided into five chronological sections: Section 1 Prehistory of Maine, 15,000-500 BP; Section 2 Maine as Borderland, 1524-1790; Section 3 Shaping Maine, 1790-1850; Section 4 Industrial Maine, 1850-1910; and Section 5 Maine in the Modern Era, 1910-2000. The atlas will include demographic, social and economic data as well as considerable cultural material. It will be published by the University of Maine Press.

Three themes weave through these sections: the first focuses on Native peoples, beginning with prehistory and then following their story up to the

Maine Indian Land Claims Settlement Act of 1980; the second focuses on Euro-American exploitation of the natural resources of the state (fishery, lumber, agriculture, hydro-power); and the third traces the rise of environmental awareness in the state (Henry Thoreau, Acadia National Park).

In treating these themes, the Atlas will pay particular attention to Maine's transnational and cultural contexts. Since it is bounded by Canada on three sides, the editors and cartographer are careful to place the state in its larger international setting. The historical details will be laid out cartographically and graphically on approximately 80 double-page plates and interpreted in brief explanatory notes.

**Maps already published:**

*Explanatory Maps of Saint Croix & Acadia/Cartes explicatives de Ste-Croix & de l'Acadie.* Orono: Canadian-American Center, 2004.

*They Would Not Take Me There: People, Places, and Stories from Champlain's Travels in Canada, 1603–1616.* Orono: Canadian-American Center, 2008.

### APPENDIX III

#### BOOKS ABOUT CANADA BY UNIVERSITY OF MAINE FACULTY & STAFF

- Babcock, Robert H., *Gompers in Canada: A Study in American Continentalism Before the First World War*. Toronto: U. of Toronto Press, 1974. [Received the Albert B. Corey Prize jointly from Canadian Historical Assn. and American Historical Assn., 1976]
- Beattie, Mary Elizabeth, *Obligation and Opportunity: Single Maritime Women in Boston, 1870-1930*. Montreal: McGill-Queen's University Press, 2000.
- Borns, Jr., Harold W., Pierre LaSalle, Woodrow B. Thompson, eds., *Late Pleistocene History of Northeastern New England and Adjacent Quebec*. Boulder: Geological Society of America, 1985.
- , and Bjorn G. Andersen, *The Ice Age World: An Introduction to Quaternary History and Research with Emphasis on North America and Northern Europe during the last 2.5 Million Years*. Oslo, Norway: Scandinavian University Press; New York: Oxford University Press, 1994.
- Doty, C. Stewart, editor, *The First Franco-Americans: New England Life Histories from the Federal Writers' Project, 1938-1939*. Orono: University of Maine Press, 1985.
- , *Acadian Hard Times: The Farm Security Administration in Maine's St. John Valley, 1940-1943*. Orono: University of Maine Press, 1991, 1996.
- Faulkner, Alaric, with Gretchen Fearon Faulkner, *The French at Pentagoet, 1635-1674: An Archaeological Portrait of the Acadian Frontier*. Augusta: Maine Historic Preservation Commission; Saint John: New Brunswick Museum, 1987.
- , *From Pentagoet to the Old Canada Road: Finding and Delimiting Habitations of Downeast Maine*. Sainte-Foy, Quebec: Centre interuniversitaire d'études québécoises, 1999.
- Gallagher, James E., and Ronald D. Lambert, *Social Process and Institution: the Canadian Case*. Toronto: Holt, Rinehart and Winston of Canada, 1971.

- Hauck, Arthur A., *Some Educational Factors Affecting the Relations Between Canada and the United States*. Easton, PA, 1932.
- Hertz, M.T. & L. Kinvin Wroth, eds., *Is the Common Law Dead?: Proceedings of a Conference Jointly Sponsored by Faculty of Law, Dalhousie University, Halifax, Nova Scotia, & the University of Maine School of Law, Portland, ME*. Halifax and Portland: Faculty of Law (Dalhousie) and School of Law, University of Maine, 1977.
- Hornsby, Stephen J., *Nineteenth-Century Cape Breton: a Historical Geography*. Montreal: McGill-Queen's University Press, 1992. [Received a Regional History Prize from the Canadian Historical Association, 1993]
- \_\_\_\_\_, *Time and Tide: The Transformation of Bear River, Nova Scotia*. Orono: Maine Folklife Center, 1996.
- \_\_\_\_\_, *British Atlantic, American Frontier: Spaces of Power in Early Modern British America*. Hanover, New Hampshire: University Press of New England, 2005.
- \_\_\_\_\_ and John G. Reid, eds., *New England and the Maritime Provinces: Connections and Comparisons*. Montreal & Kingston: McGill-Queen's University Press, 2005.
- [Ives, Edward D.] MacDonald, Wilmot, *Eight Folktales from Miramichi, as told by Wilmot MacDonald*. Collected by Helen Creighton and Edward D. Ives. Orono: Northeast Folklore Society, 1962.
- Ives, Edward D. compiler, *Twenty-one Folksongs from Prince Edward Island*. Orono: Northeast Folklore Society, 1963.
- \_\_\_\_\_, *Larry Gorman: the Man Who Made the Songs*. Bloomington, Indiana: Indiana University Press, 1964.
- \_\_\_\_\_, ed., *Malecite and Passamaquoddy Tales*. Orono: Northeast Folklore Society, 1964.
- \_\_\_\_\_, *Lawrence Doyle: the Farmer-Poet of Prince Edward Island. A Study in Local Songmaking*. Orono: University of Maine Press, 1971.
- \_\_\_\_\_, *Folk songs of New Brunswick*. Fredericton: Goose Lane Editions, 1989.



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- \_\_\_\_\_, *Drive Dull Care Away: Folksongs from Prince Edward Island*. Charlottetown: Institute of Island Studies, 1999.
- \_\_\_\_\_, *Wilmot MacDonald at the Miramichi Folksong Festival*. Orono: Maine Folklife Center, 2002.
- Lecker, Robert, & Jack David, eds. *The Annotated Bibliography of Canada's Major Authors*. Downsview, Ontario: ECW Press, 9 volumes, 1979-1983.
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- \_\_\_\_\_, & Jack David, eds. *Canadian Poetry*. Toronto: co-publication of General Publishing and ECW press, 1982.
- \_\_\_\_\_, Robert, Jack David, & Ellen Quigley, eds. *Canadian Writers and their Works*. Downsview, Ontario: ECW Press, 1983.
- McAndrew, William J. & Peter J. Elliott, compilers, *Teaching Canada: A Bibliography*. Orono: New England-Atlantic Provinces-Quebec Center, 1974.
- Morici, Peter, *Meeting the Competitive Challenge: Canada and the United States in the Global Economy*. Washington: Canadian-American Committee, 1988.
- \_\_\_\_\_, *Reassessing American Competitiveness*. Washington, D.C.: National Planning Association, 1988.
- \_\_\_\_\_, *Making Free Trade Work: the Canada-U.S. Agreement*. New York: Council on Foreign Relations Press, 1990.
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- Morrow, Rising Lake, ed., *Conference on Educational Problems in Canadian-American Relations*. Orono: University of Maine Press, 1938.
- Norris, Ken, ed., *Violent Duality: A Study of Margaret Atwood/Sherrill Grace, by Sherrill Grace*. Montreal: Vehicule Press, 1980.

- \_\_\_\_\_, and Peter Van Toorn, eds., *Cross/Cut: Contemporary English Quebec Poetry*. Montreal: Vehicule Press, 1982.
- \_\_\_\_\_, ed., *Canadian Poetry Now: 20 Poets of the '80's*. Toronto: Anansi, 1984.
- \_\_\_\_\_, *The Little Magazine in Canada, 1925-80: Its Role in the Development of Modernism and Post-Modernism in Canadian Poetry*. Toronto: ECW, 1984.
- Robbins, Rhea Côté, Lanette Landry Petrie, Kristin Langellier, Kathryn Slott, eds., *I am Franco-American and Proud of it: an Anthology of Writings of Franco-American Women*. Orono: Folio Maine, 1995.
- Sanger, David, *The Carson Site and the Late Ceramic Period in Passamaquoddy Bay, New Brunswick*. Ottawa: National Museums of Canada, 1987.
- \_\_\_\_\_, & M.A.P. Renouf, eds. *The Archaic of the Far Northeast*. Orono: University of Maine Press, 2006.
- See, Scott W., *Riots in New Brunswick: Orange Nativism and Social Violence in the 1840s*. Toronto: U. of Toronto Press, 1993.
- \_\_\_\_\_, *The History of Canada*. Westport: Greenwood Press, 2001.

#### APPENDIX IV

##### UNIVERSITY OF MAINE GRADUATE THESES IN CANADIAN STUDIES

[\* = also published as a book]

###### 1940 – 1970

Gallison, Elda, "The Short Route to Europe: A History of the European and North American Railroad." MA thesis in History, 1946.

Fecteau, Joseph C.A., "The French-Canadian Community in Waterville, ME." MA thesis in History, 1952.

Gowing, Peter G., "The Jesuits in Maine." MA thesis in History, 1954.

Holmes, Theodore C., "A History of the Passamaquoddy Tidal Power Project." MA thesis in History, 1955.

Sewell, Joseph H., "A Comparative Study of the Development of Forest Policy in Maine and New Brunswick." MA thesis in Forestry, 1958.

Johnson, Alfred E., "A Study of the Principalship of the Larger Elementary Schools in the Province of Nova Scotia." MA thesis in Education, 1959.

Babin, Patrick, "A Comparative Study of Elementary School Courses in Madawaska, ME and Edmonston, NB." MA thesis in Education, 1961.

Gill, Stanley, "A History of Physical Education in New Brunswick Schools." MA thesis in Education, 1962.

Pillsbury, David B., "The History of the Atlantic and St. Lawrence Railroad Company." MA thesis in History, 1962.

Troy, Allison E., "Proposals for Establishing a Guidance and Counseling Centre in the Province of New Brunswick." MA thesis in Education, 1962.

Johnson, Arthur L., "Defense of Québec During the American Revolution." MA thesis in History, 1966.

Carrigan, D. Owen, "Martha Moore Avery: The Career of a Crusader." PhD thesis in History, 1966.

Young, James C., "Louisbourg, Nova Scotia, in Historical Fact and Fiction." MA thesis in English, 1968.

Stevens, Thalia O., "The International Commission Pertaining to St. John River," 1909-1916." MA thesis in History, 1969.

Tallman, Ronald D., "The North Atlantic Fisheries in New England-Atlantic Province Relations, 1867-1871." MA thesis in History, 1969.

Morrison, Kenneth M., "Sebastien Rale vs. New England: A Case Study of Frontier Conflict." MA thesis in History, 1970.

**1971 – 1981**

Johnson, Arthur L., "Boston and the Maritimes Provinces: A Century of Steam Navigation." PhD thesis in History, 1971.

Lohnes, Barry, "The War of 1812 at Sea: the British Navy, New England, and the Maritime Provinces." MA thesis in History, 1971.

Tallman, Ronald D., "Warships and Mackerel: North Atlantic Fisheries in U.S.-Canada Relations, 1867-1877." PhD thesis in History, 1971.

Henderson, Susan W., "The French at Carillon, 1758: A Case Study of Metropolitan-Colonial Relations." MA thesis in History, 1972.

Boucher, Marc, "The Politics of Boundaries: A Study of the Indian Stream Territory," MA in History, 1973.

Hunt, Richard I., "British-American Rivalry for Support of the Indians of Maine & Nova Scotia, 1775-1783." MA thesis in History, 1973.

Rathbun, Hugh D., "Haliburton and the Down East Humorists: A Comparative Study of Women." MA thesis English, 1973.

Sullivan, Geraldine, "An Analysis of Women in Selected Novels of Gabrielle Roy," MA thesis in French, 1973.

McAfee, Irene E., "Jonathan Bliss: A Loyalist Success Story." MA thesis in History, 1973.

Matson, William L., "W.L.M. King and F.D. Roosevelt: Their Effect on Canadian-American Relations, 1935-1939." PhD thesis in History, 1973.

Elliott, Peter J., "The Penobscot Expedition of 1779: A Study in Naval Frustration." MA thesis in History, 1974.

Sheehy, Michael J., "John Alfred Poor and International Railroads: Early Years to 1860." MA thesis in History, 1974.

Daigle, Jean, "Nos amis les ennemis: relations commerciales de l'Acadie avec le Massachusetts, 1670-1711." PhD thesis in History, 1975.

Daniels, Priscilla T., "The Maple Leaf Unfolding: Significance of the Joint High Commission of 1887-1888 for Maine and the Maritime Provinces." MA thesis in History, 1975.

Henderson, Susan W., "French Regular Officer Corps in Canada, 1755-1760: A Group Portrait." PhD in History, 1975.

\*Morrison, Kenneth M., "People of the Dawn: Abnaki and Their Relations with New England and France, 1600-1727." PhD thesis in History, 1975. Published as *The Embattled Northeast: the Elusive Ideal of Alliance in Abenaki-Euramerican Relations*. Berkeley: University of California Press, 1984.

Howe, Stanley R., "C.D. Howe and the Americans, 1940-1957." PhD thesis in History, 1977.

See, Scott W., "Election Crowds and Social Violence: Northumberland County New Brunswick Campaigns of 1842-1843. MA thesis in History, 1980.

Hunt, Richard I., Jr., "The Loyalists in Maine." PhD thesis in History, 1980.

Sanger, Mary Jo, "William Francis Ganong: Regional Historian." MA thesis in History, 1980.

Ghere, David L., "Twilight of Abenaki Independence: the Maine Abenaki during the 1750s." MA thesis in History, 1980.

#### 1982 – 1994

Carr, Graham, "English-Canadian Literary Culture in the Modernist Milieu, 1920-1940." PhD thesis in History, 1983.

- Carriveau, Peter C., "Government Policy and the Rise of Commercial Potato Agriculture in ME and NB," MA thesis in History, 1983.
- Craig, Béatrice C., "Family, Kinship and Community Formation on the Canadian-American Border: Madawaska, 1785-1842." PhD thesis in History, 1983.
- Faulkner, Gretchen F., "Fort Pentagoet, Castine, ME 1635-1674: An Archaeology and Historical Perspective of the Anglo-Canadian Frontier." MA thesis in History, 1984.
- Galanek, Marie, "la participation du lecteur à la création littéraire: analyse et interprétation des Fous de Bassan." MA thesis in French, 1984.
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- Lanoue, Margaret A., "The Design of a Franco-American Restaurant as a Community Education Device." MA thesis in Education, 1985.
- Sparkes, Ronald L., "Community and School Size as Factors in Job Satisfaction of School Principals in Newfoundland and Labrador." EdD thesis in Education, 1985.
- Parenteau, William, "Rise of the Small Contractor: A Study of Technological and Structural Change in Maine Pulpwood Industry, 1900-1975." MA thesis in History, 1986.
- Rosevear, Susan G., "Alexander 'Boss' Gibson: Portrait of a 19th Century New Brunswick Entrepreneur." MA thesis in History, 1986.
- Reeves, William G., "'Our Yankee Cousins': Modernization and the Newfoundland-American Relationship, 1898-1910." PhD thesis in History, 1987.
- Carroll, Joseph M., "Estimation of Non-Tariff Border Costs: Evaluation of Effect on Quantity of P.E.I. Potatoes Exported to the U.S." MA thesis in Agriculture & Resource Economics, 1988.

- Foust, Karen L., "Comparative Analysis of Poverty Depicted in *Un saison dans la vie d'Emmanuel*" by Marie-Claire Blais, and C. Shute's "The Beans of Egypt Maine." MA thesis in French, 1988.
- DesCognets, Marian B., "Woman Suffrage: Ally or Enemy for Maine's Franco-Americans, 1917-1920." MA thesis in History, 1988.
- Côté, Jean, "La mythification de l'espace dans trois romans québécois traditionnels mettant en scène des aventuriers." MA thesis in French, 1988.
- Ghere, David, "Abenaki Factionalism, Emigration and Social Continuity: Indian Society of Northern New England, 1725-1765." PhD thesis in History, 1988.
- Brackley, Alan M., "Application of 1982 New Brunswick Wood Supply Methods to Spruce-Fur Region of Maine." PhD thesis in Forest Resources, 1989.
- Trohanovsky, Anne-Marie, "An Analysis of the Traditional French Song and its Historical Significance to the Culture of an Acadian Community." MA thesis in Education, 1989.
- Meader, Nancy B., "Rêves, mensonges, et fantasies: le pouvoir de l'imagination dans *Les Chroniques du Plateau Mont-Royal de Michel Tremblay*." MA thesis in French, 1990.
- Bowen, Dawn S., "The Transformation of a Northern Alberta Frontier Community." MA thesis in History, 1990.
- Forkey, Neil S., "St. Croix: An Environmental History of the Boundary Stream to 1923." MA thesis in History, 1990.
- Dauphinais, Paul, "Structure and Strategy: French-Canadians in Central New England, 1850-1900." PhD thesis in History, 1991.
- Beach, Christopher, "Pulpwood Province and Paper State: Corporate Reconstruction, Underdevelopment and Law in ME and NB, 1890-1930." PhD thesis in History, 1991.
- Ludlow, Walter W.K., "The Role of Social Studies Program Coordinator in Newfoundland and Labrador, Canada." EdD thesis in Education, 1991.

\*Rodrigue, Barry H., "Thomas G. Plant: Making of a Franco-American Industrialist, 1859-1941." MA thesis in History, 1992. Published as *Tom Plant: the Making of a Franco-American Entrepreneur, 1859-1941*. New York: Garland, 1994.

Schilcher, Elisabeth, "L'Identité des Acadiens de la vallée du Saint-Jean." MA thesis in French, 1992.

Colgan, Charles S., "Places Left Behind: Regional Development Policies in the U.S. and Canada, 1945-1990." PhD thesis in History, 1992.

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\*Beattie, Elizabeth, "Obligation and Opportunity: Single Maritime Women in Boston, 1870-1930." PhD thesis in History, 1994. Published as *Obligation and Opportunity: Single Maritime Women in Boston, 1870-1930*. Montreal, Ithaca (NY): McGill-Queen's University Press, 2000.

Forgue, Gérard R., "Maine Woods Petit Canada: Jackman's Paroisse St. Antoine de Padoue, 1880-1930." MA thesis in History, 1994.

Manross, Brooke A., "Freedom of Commerce: History and Archaeology of Trade at St. Castin's Habitation, 1670-1701." MA thesis in History, 1994.

Richard, Mark P., "Out of 'Little Canada': Assimilation of Sainte-Famille Parish in Lewiston, ME, 1923-1994." MA thesis in History, 1994.

Booth, Glenn G., "The Maine Door to Canada: Immigration to Canada via Portland, ME: 1907-1930" MA thesis in History, 1995.

Hatt, Cynthia, "Canadian Provincial Curriculum Documents and Literacy Practices: Actual Teachers, Possible Reforms." EdD thesis in Education, 1995.

La Flamme, Matthew R., "From Colony to Class: The Changing Consciousness of Franco-American Textile Workers in Waterville, ME, 1934-1954." MA thesis in History, 1995.

Hatvany, Matthew, "Tenant, Landlord, and the New Middle Class: Settlement, Society, and Economy in early Prince Edward Island, 1798-1848." PhD thesis in History, 1996.



- Hedler, Elizabeth, "'Woman as She Should Be': The Revelation of a Feminine Ideal in English-Canadian Women's Fiction," 1850-1880." MA thesis in History, 1996.
- Paulsen, Kenneth S., "Settlement and Ethnicity in Lunenburg, N.S., 1753-1800: History of the Foreign Protestant Community." PhD thesis in History, 1996.
- Stiles, Deborah K., "Contexts and Identities: Martin Butler, Masculinity, Class and Rural Identity in Maine-New Brunswick Borderlands." PhD thesis in History, 1997.
- Williams, Raymond B., "The Relationship Between Personal Characteristics, Situational Complexity, and Decision-Making Style of New Brunswick Principals." EdD thesis in Education, 1997.
- Schwartz, Kraig A., "Empowerment and Class Struggle: Factors Influencing Class Formation in the Quebec Asbestos Industry." PhD thesis in History, 1997.
- Lindsay, Barbara J., "New Perspectives on Christian Missionaries and Native Americans in the Colonial North American Northeast & Case History of Native American Response: French Missionaries and Mi'kmaq of Acadia." MA thesis in History, 1999.
- Detre, Laura A., "'Looking for a Home?': Advertisements of the Immigration Branch of the Canadian Department of Interior in Newspapers of Fulton County, Ohio." MA thesis in History, 1999.
- Alavi-Hosseini, Batoul Lily, "Anne Hébert et le concept de la maternité redéfinie: au-delà de la fiction et du mythe de la maternité." MA thesis in French, 1999.
- \*Pawling, Micah A., "Petitions, Kin, and Cultural Survival: Maliseet and Passamaquoddy Peoples in 19th Century." MA thesis in History, 1999. Edited book *Wabanaki Homeland and the New State of Maine: The 1820 Journal and Plans of Survey of Joseph Treat*. Amherst: University of Massachusetts Press, 2007.
- Collins, Mary Beth, "Le Thème de l'exil dans la poésie de Gaston Miron." MA thesis in French, 2000.

- Martin, Véronique, "Étude linguistique comparative du Français parlé dans le Maine et du patois angevin." MA thesis in French, 2000.
- Rodrigue, Barry, "Maine's Canada Road Frontier: Settlement and Development, 1790-1860." PhD thesis in History, 2000.
- Kendall, Victor G., "School Reform Policy in Newfoundland and Labrador in the 1960s: An Analysis of Potential Impacts on Conditions for Learning." EdD thesis in Education, 2001.
- Payne, Brian J., "Fishing the Borderlands: Government Policy and Fishermen on the North Atlantic." MA thesis in History, 2001.
- Bourgeois, David Y., "The Politics and Values of Individualists and Collectivists: A Cross-Cultural Comparison." PhD thesis in Psychology, 2002.
- Saint-Pierre, Adele, "Le Phénomène de la palatisation au Québec: étude historique et phonétique." MA thesis in French, 2002.
- Pelletier, Lise, "La Quête l'identité dans deux romans acadiens: Le Chemin Saint-Jacques et Moncton Mantra." MA thesis in French, 2002.
- \*Smith, Joshua, "Rogues of Quoddy': Smuggling in the Maine-New Brunswick Borderlands, 1783-1820." PhD thesis in History, 2003. Published as *Borderland Smuggling: Patriots, Loyalists, and Illicit Trade in the Northeast, 1783-1820*. Gainesville: University Press of Florida, 2006.
- Lees, Cynthia, "Jacques Poulin et le nouveau Roman de Tendre." MA thesis in French, 2003.
- Hedler, Elizabeth, "Stories of Canada: National Identity in Late Nineteenth-Century English-Canadian Fiction." PhD thesis in History, 2003.
- McLaughlin, Robert, "Irish-Canadians and the Struggle for Irish Independence," 1912-1925: A Study in Ethnic Identity and Cultural Heritage." PhD thesis in History, 2004.
- Detre, Laura, "Immigration Advertising and the Canadian Government's Policy for Prairie Development, 1896-1918." PhD thesis in History, 2004.

- Domareki, Mary, "La voix défie: une étude de l'oeuvre autobiographique de Claire Martin." MA thesis in French, 2004.
- Houle, Peter, "Se déchirer du bois de l'exil: les thèmes d'ouverture acadienne dans l'oeuvre d'Herménégilde Chiasson." MA thesis in French, 2004.
- \*Carlson, Hans, "Home is the Hunter: Subsistence, Reciprocity, and the Negotiation of Cultural Environment Among the James Bay Cree." PhD thesis in History, 2005. Published as *Home is the Hunter: The James Bay Cree and Their Land*. Vancouver: University of British Columbia Press, 2008.
- Todorova, Alexandra, "Étude linguistique sur le subjonctif dans le français parlé à Waterville, Maine." MA thesis in French, 2005.
- Kazmierczak, Sarah, "To stay or to go? A Literary and Historical Study of French-Canadian Emigration from Québec to New England, 1820-1930." MA thesis in French, 2005.
- Mock, Kevin, "An Analysis of the Morphological Variability between French Ceramics from 17th Century Archaeological Sites in New France," MA thesis in History, 2005
- Payne, Brian J., "Fishing a Borderless Sea: Environmental Territorialism in the North Atlantic, 1818-1910. PhD thesis in History, 2006.

## ACRONYMS

ACSUS	Association for Canadian Studies in the United States
ARGO	Association of Researchers on the Gulf of Maine
CANUSA	Joint program dealing with spruce budworm problem
CES	University of Maine Cooperative Extension Service
CIIA	Canadian Institute for International Affairs
FERIC	Forest Engineering Research Institute of Canada
FLAS	Foreign Language Area Studies (Awards)
HEW	U.S. Dept. of Health, Education, and Welfare
LAPS	Learning Activity Packages
MCCS	Maine Council for Canadian Studies
NB	New Brunswick
NDEA	U.S. National Defense Education Act
NEA	U.S. National Endowment for the Arts
NEH	U.S. National Endowment for the Humanities
NEAPQ	New England-Atlantic Provinces-Quebec Center
NFLD	Newfoundland
NORAD	North American Air Defense Command
NS	Nova Scotia
NRCC	National Resource Center on Canada
NSAC	Nova Scotia Agricultural College
UNB	University of New Brunswick
UNH	University of New Hampshire
UPEI	University of Prince Edward Island
UQAM	Université de Québec à Montréal
USDA	U.S. Department of Agriculture
USIA	U.S. Information Agency
UVM	University of Vermont

