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F.A.R.O.G. FORUM

Vol. II No. 3

Wednesday, October 23, 1974

FOCUS ON EDUCATION

In this third issue of FORUM, we, the staff, have attempted to focus on EDUCATION. Although we have far from touched every conceivable area in which Franco-Americans and Franco-American issues are involved, we have stressed educational efforts on this campus, including the Education Module: The Franco-American in Maine Public Schools, the College of Education via an interview with the Dean, James Muro, and Public Television.

Also included in this issue is a very timely article on Franco-American content in Maine History textbooks.

We would have preferred a broader coverage including the Title VII Bilingual Education Project in the St. John Valley and the Bilingual Education Project in Caribou, but our staff just isn't large enough. Also we intended to cover the Learning Activities Package (LAPS) put out by the New England Atlantic Provinces-Quebec Center, but, once again, we are understaffed.

Within the next few months, we hope to do a follow-up on this topic of Education which is at the very roots of any struggle to implement and broaden public

bilingual education.

In this issue, you will also find a new column entitled: LETTERS. We feel that this is the most effective vehicle at this time for maintaining an open communication between FORUM and its readers. By including in every issue certain relevant and interesting comments from our readers, we hope to establish an on-going and rewarding dialogue.

Celeste Roberge
Editor

STAFF

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LETTERS

TO THE FORUM:

Vous avez raison. Moi, je viens de Madawaska et beaucoup de jeunes enfants perdus leur français. Qu'est-ce qu'est encore pire, c'est que leur parents sont français.

Je pourrais vous emmener des noisettes si vous en voulez. Vous trouverait qu'elles sont pas trop mûr.

Je sais que mon écriture a plusieurs fautes mais je mens maudit bin!!

Anonymous

TO THE FORUM:

J'ai voulu participer dans une société franco-américaine. Je viens de Chicopee, Mass. où nous avons forts bien des canadiens qui continuent à préserver leur héritage. Sous l'auspices de Club Laurier et le Cercle Rochambeau, et quelques paroisses Catholiques nous avons forts biens de ressources. Voulez-vous me garder au courant de vos événements, S.V.P? Merci.

Earl Bradford
Graduate Student

TO THE FORUM:

I do research on Franco-American dialect, on popular medicine, on superstitions, etc. of the Francos in my area. I am also in contact with a French Canadian living in Saskatchewan and belonging to a movement similar to F.A.R.O.G. I receive many French papers published among the French minorities of western Canada. I also have a mini-library of Franco-Americana. In short, I am well informed on the Francos of Rhode Island. Maybe in the future, I can submit an article or articles concerning the above.

Brian Monty
Coventry, R.I.

TO THE FORUM:

What a waste of paper! The least you could do is use each side. We are having an energy crisis, you know.

Anonymous

TO ANONYMOUS:

Your suggestion is an appropriate one. We have tried printing both sides of the page but the legibility of the print is obscured. We'll try again but until then, we would ask our readers to use the reverse side of the page as scratch paper instead of throwing it away.

Editor

TO THE FORUM:

I loved them, especially the articles by Max Michaud. The chance to read dialect is one I treasure, since I don't get to hear it so often as I'd like, especially here, and since I have lost my own accent.

I was also pleased to see the increased use of French in your second edition. More dialect would be great.

Karen Madore

OTHER CAMPUSES

F.A.R.O.G. at Farmington

Surfacing at the Lilypad in the Central Dining Hall at Farmington's UMF, FAROG was greeted by Mike Fournier, a Freshman from Chiscolm, Maine and Dan Theriault, a Junior from Rumford, Maine, and Pat St. Peter of Cumberland Center, Jane LeClaire and Jane Glumond both of Winslow, Me., all Freshmen, were interested to find out that there was an organization that would help them discover their French heritage. Mary Jennings left Boxford, Mass. to find out there were Francos in Maine too! Paul Guerette never doubted it...but then he is from Auburn. Tracy Lord, a Junior from Bangor and Dana Richard, a Sophomore from Sudbury, Mass. realize now that their courses in Speech don't cover the Francos, per se, and so, are hoping to learn more through meeting Francos on a social level about "le patois du nord." Rachel LaChance will take time from her busy schedule to try to organize those interested in FAROG so that we can approach the University about finding some room for us in the new Student Services building.

Roy Knudsen
Farmington, Maine

WANTED--BOOKS, PAMPHLETS, RECORDS, PAPERS:

by or about Franco-Americans French Canadians and Acadians. The F.A.R.O.G. office would like to begin a small library of Franco-American resource materials. If you have any used or extra copies of Franco-American or related materials that you would like to see in the F.A.R.O.G. office, please send them to or drop them off at 208 Fernald Hall, UNO.

COLLEGE OF EDUCATION

3

AN INTERVIEW WITH JAMES MURO

Somewhere between the snowbanks of March and the green leaves of May, James Muro wrote a most unusual proposal. It wasn't funded. Well, what's so unusual about that? Unfunded proposals are a dime a dozen. They make good scratch paper, and that's about it.

But look at this proposal, and look at its author: James Muro, an Italian-American born in Central City, Pennsylvania in 1934. He came to UNO in 1965, nine years later he's the Dean of the College of Education, and the author of a Title IX proposal to establish a Franco-American Studies Center in the College of Education.

The man may be from Central City, but he sure isn't playing with a script from central casting.

The following comes from an interview I had with Dean Muro on Oct. 16. It was a good interview, and we covered a lot of ground. I feel that it is my responsibility to capture the essence of that conversation and put it on paper.

FORUM: The proposal was written in the spring of 1974. When you talk about a Franco-American Studies Center, who, specifically, are you talking about?

MURO: I'm talking about the whole thing. The whole spectrum. I'm talking about working with teachers who are working with Franco-Americans. I'm talking about bilingual education. I'm talking about having an impact on the students out there. I'm also talking about giving Franco-American students visibility in the University community.

Muro has certainly cut out a big job for himself. A job that will require a lot of money, a lot of energy, a lot of changed attitudes. Money is hard to get in Maine. The Dean hazarded the guess that perhaps his proposal didn't get funded because the evaluators in Washington believe that Franco-Americans are not significant enough as a minority to warrant the funding of a \$250,000 proposal.

And changing attitudes in Maine is even tougher than finding money in Maine. French people have been in some parts

of the state for 200 years -- longer than most of Maine's English-speaking residents. Yet, we are still considered outsiders. Despite our large numbers (35-40% of Maine's population), we are believed to be insignificant in the overall scheme of things. "Un détail."

Judging from the proposal he has written, and the manner in which he speaks, it would appear that Muro has made a solid commitment to make the College of Education recognize and meet the educational needs of Maine's French-speaking population.

His effort to get a grant of \$250,000 to start a Studies Center was thwarted. And though he admitted being disappointed, he said that he wasn't too discouraged.

MURO: I'll try until I get something, as long as I'm Dean here. I don't know how long that's going to be. But, I want something here. I'll put any foot I can into the door to get something started.

James Muro sounds determined. He has reason to be. His background is very similar to that of the French population of New England. When he talks about the French fact in New England, and compares it to his home in Pennsylvania, he speaks with a knowing voice. His tone softens, he begins to talk more with his eyes. He is dealing with something that is very close to him. He talks of himself and becomes very real. It's not something you can act out. You've either been there or you haven't.

MURO: I grew up, I personally grew up in another valley. (referring to the St. John Valley in Northern Maine, which is 90% French.) Another subculture. I know what it's like.

FORUM: Where was this?

MURO: This is Pennsylvania. My father was a coal miner. It's called Central City. It's a company town, the mines, mostly non-English speaking. My father spoke Italian, my mother spoke Polish and Russian.

FORUM: Then you have an idea...

MURO: I have a good idea. I was thirteen before I could pronounce "th." Because there is no "th" sound in Polish. So you say "da", gimme dat, gimme dose...

My parents were very sensitive of their own background. They wanted me to become an American. So I can't speak those languages -- I wish I could.

They wanted me to be sure I got out of the mines. And they knew that the only way was through school -- because they were both uneducated. My father couldn't read. So they insisted on that, and school was English. And that's the way it was...

So I understand, I think. Maybe not completely. But I understand how some of the kids must feel. Especially those with another language coming into the school system where English is forced on them. Whether they're willing to speak English or not is not the question -- it's an automatic inferiority situation. It has to be...

You just can't superimpose your value system on someone else. I never want to be in a position where I superimpose a value system on anybody.

When you don't allow an individual his own identity, as he perceives it himself, there are only two things he can do: cop out, or act out.

So, what do we have here? A man who has a first-hand knowledge, a personal awareness of what it is like to grow up in the U.S. being something other than White Anglo-Saxon Protestant. A man who dated a girl in college, a girl whose parents wouldn't take them out to eat together because the father didn't like Italians and Catholics. Jim Muro is both. He has a consciousness and a sensitivity that is becoming harder and harder to find in men in his position. He knows something most people don't know -- and apparently he's not hiding his knowledge or sensitivity in the bottom drawer of a desk.

FORUM: What about visions, fantasies, ideas you may have that deal with the College of Education and its relationship to the French people of Maine?

MURO: Well, there again, I don't pre-suppose to superimpose goals on anyone.

I guess if I have visions or fantasies, it's to do what I can to open up awareness for people to do what they want to do.

But, if I had a fantasy, I would want the College of Education at the University of Maine -- I'd love this place to be a center in the U.S. for Franco-American everything. Curriculum development, etc. I would like to see a series of offices, like a center, an institute...

If I could go out tomorrow and find some source of funding, I'd say, okay, I'll take it, but I want to hire a Franco-American to run it. I'd do it right now. 15 minutes. 5 minutes. If I could find a source of funding. If I could get a hold on it...

You see, who gets money all depends on what ranks high in the value system. You know, what's important. And it depends on who the University President is, and so forth.

FORUM: Are you saying then, that the people higher up in the University system feel that Franco-American Studies isn't important? That it should not be a priority?

MURO: I don't know if that is or not, because I haven't had any discussions with them. I really can't say, and I don't want to accuse them. I don't know what kind of pressure they have. But, I think, to me, it's at least reasonably obvious that if this were a high-value system, maybe we could do something about it.

FORUM: To go back a little to things we have already covered. Your Title IX proposal wasn't funded. You haven't got the money for the Studies Center you wanted. Where does that leave you?

MURO: I'm exploring the teaching of some of our courses in French.

FORUM: So you want to teach courses in French -- have you got anybody on your staff who can teach courses for Franco-Americans in French?

MURO: No. I haven't got any Franco-Americans on staff in the College of Education.

FORUM: Who is going to teach these courses?

TELEVISION

MURO: We've got a guy from Grand Falls, New Brunswick, named Bruce Mulhern, who is beautifully bilingual. And he knows the St. John Valley. He'd teach the courses, if I can get him.

If I could get a person on the staff who could develop these things, it would be a big plus to everything else. I need someone with academic credentials. Also, I don't want someone who went and studied French in Paris in a vacuum. What I really want is a French person from the Valley, or from the Lewiston area.

FORUM: In other words, you want someone who is credible to the French people in the state, as well as someone who is credible to the academics.

MURO: Exactly.

Exactly. Jim Muro has ideas. Big ideas. Good ideas. The problem now is to get all the ideas, all the plans and unrealized dreams off paper, out of the talking stage, and into reality. The dreams and plans need to be worked through, and fought for, and put into the concrete.

And when Jim Muro, and the people like him all over New England, get their ideas and plans and visions realized, a lot of people will begin to believe that it really feels good to be who you are. Then, slowly, the millions of French people in New England will start to say: "Maudit que c'est beau d'être français. C'est pas pire en toute ah?"

Exactly.

Mark Violette

INTERESTED OR NOT INTERESTED:

We have changed our distribution policy. We are now mailing the FORUM to all self-declared Franco-Americans on campus, and to people off campus who have already voiced an interest in receiving the FORUM. If you are not included on the mailing list, and would like to receive the FAROG FORUM, please send us your name and address and you will be added to the mailing list. If you are included on the list and do not wish to receive the FORUM, please inform us.

The Maine Public Broadcasting Network has just released the names of those persons hired to staff the Franco-American Television Enrichment program (F.A.T.E.). Included are the following:

Melton Pépin, Project Director, is from Biddeford, Maine. He has had extensive experience with a wide variety of projects including a recent involvement with recruiting French-speaking Peace Corps members in Maine and other parts of New England.

Irene Simano, the project's Research and Curriculum person, has been involved with the Onward Program on campus and the F.A.R.O.G. organization as well. She is a Ph.D. candidate in Canadian-American history at UMO.

Suzanne Roy, Project Assistant and the third member of the F.A.T.E. team, is a Lewiston native. She received her Master's degree from UMO and has recently been involved as an English instructor on the Orono campus.

The position of project secretary remains to be filled. The project is actively seeking a bilingual person for this position.

The FORUM in cooperation with the above mentioned staff at MPBN will continue to cover the activities of the F.A.T.E. project and will hope for feedback from the Franco-American community.

Céleste Roberge



**AND HE SAID:
LET THERE
BE FROGS**
ET
ME VOILÀ!

FAROG
UMO

EDUCATION

I MODULE: THE FRANCO-AMERICAN IN MAINE PUBLIC SCHOOLS by Daniel Chassé

Since preregistration is just around the corner, I would like to take this opportunity to tell everyone about a really interesting course being offered in the College of Education. The course is entitled "Franco-Americans in Maine Public Schools." The class meets on Tuesdays and Thursdays, period "D." Although the course is in the College of Education, students from any college on campus can take the course as an elective. The course lasts five weeks, for 1 academic credit, and is taught three times per semester.

The course was first offered three years ago this spring and was a success in terms of student interest in the course content. Many students had to be turned back, and a limit on the number of students had to be imposed. The course is taught by the Franco-American Resource Opportunity Group. The teaching staff utilizes the people and resources of F.A.R.O.G. to complement the particular subject matter it deals with in the course.

The purpose of the Module is three-fold:

1. To introduce a large body of material from specific reference points: the historical, economic, political and personal experience of the Franco-American in Maine.
2. To contribute to the preparation of teachers who are sensitive to the presence of different cultures within the larger Maine and American society.
3. To explore and verbalize attitudes held by both Franco and Anglo Americans with a view to eliminating some false assumptions.

Requirements: Attendance at class meetings and participation in discussions is expected of all students. Further, "reaction reports" are asked of the students periodically throughout the five weeks. These "reaction reports" deal with the material presented as well as the students' personal feelings about the content and its presentation. This enables the teaching staff to better serve the needs of the students. At the end

of the course the students are asked to evaluate themselves for grading purposes.

Class Schedule: This is the basic schedule. Specific subject matter may fluctuate from time to time dependent upon the needs of the class.

Week 1: The historical and current perspectives of the Franco-American in Maine.

Week 2: Identifying the Franco-American culture, economic plight, language, et

Week 3: The schools and the Franco-Americans.

Week 4: Bilingual Education: the pros and cons.

Week 5: Bilingual Education: Continued.

In short, if you are looking for an exciting course in the College of Education, try the "Franco-American Module." Learn about yourself and others while having a great time.

II. MODULE GOES TO THE ST. JOHN VALLEY

On Oct. 1st, students of the "Franco-American in Maine Schools Module" went to the St. John Valley on a cultural field trip to witness the Acadian culture. We were fortunate that we went during the time of the year when the whole valley is mobilized for "La Récolte de Patates." The trip was very interesting and fruitful. Below are some reactions to the trip by the students who went. Several reactions to the Module are also included.

First we have a Franco-American girl. She writes:

"The trip to the St. John Valley was very well organized and great excepting one thing. It would have been perfect if we could have spent an extra day to talk to more people. I was really struck by the museum in Madawaska. I really got into that 1920's telephone and all the other artifacts such as the bowls, dressers, cribs, spinning wheel and of course that ten-pound iron.

The trip was successful because the students became closer and were interested and interesting. During class, we

studied about the culture but it doesn't beat experiencing it. What really got us motivated was the potato picking experience we all had in St. David.

We began our tour in Van Buren, where we were welcomed by Jim's family. Mrs. Cyr had made some banana bread and date squares with some good coffee. From there we moved up the valley hitting Keegan, Lille, Grand Isle and Madawaska. Our trip to Edmunston, N.B. was brief but the class enjoyed Belille's ice cream...I did learn through this experience that an informal class and trip brings students together and makes the learning process an enjoyable one."

Keep up the good work,

P.B.

Another female student writes:

"This class has left me in a somewhat embarrassed state. I have lived in Maine all my life and have rarely given thought to the different ways and lifestyles to be found in a relatively small area.

Living on the seacoast I've been used to the fishermen and lobsterman's way of life. I knew that potato farming in the state was expensive but was really unprepared for the trip to the St. John Valley...

As far as the people are concerned, I still cannot understand how they center their lives around potato harvest. It seemed like back-breaking work with long hours and forty-five cents a barrel for all those potatoes seems awfully cheap to me...

I think I gained more from the trip than the classes, with the exception of the class on history. I really wish we could have spent more time in the Valley talking with the people, getting a better look at their lives through their own eyes. I think a good thing to do in the future would be to have the history class, then a week-end field trip."

N.B.

Another Franco-American student gives her reactions to the overall content of the Module and the field trip:

"Besides being the first class of this nature to me, I feel that through

the informality I can say that it was one of the most enjoyable learning experiences of my college career. That's not the only thing, but it made me realize that a person does not have to conduct a class with a book open with facts being the only thing learned but through actually going and experiencing about what is going on makes it just a little more worth my while.

I heard when I took this course that EIB courses are guts and nothing is really gained from them besides a good grade, maybe! But when I first walked into this class, I knew it would certainly be different knowing that the information that we would learn would definitely be applicable.

The icing on the cake has got to be the trip to the St. John Valley. Actually being there and seeing what happens in northern Maine, as far as customs and how work is done can never (the experience that is) be drawn from a book with a million colored pictures. The French, Acadian, and Canadian people are proud of what they are accomplishing as far as their culture is concerned. They are straightforward people... that is probably why they chose to live in a land which stretches out and allows one to breathe that good air of Maine. I'm Franco-American and proud of it. I love Maine and wouldn't leave it for anything.

I really hope you guys continue to teach this course because so many people should know more about a good percentage of our population here in Maine. The only thing I regret is that the course couldn't have lasted longer. Thanks for sharing your knowledge.

C.F.

POEME

Nous sommes un tout petit morceau
D'un grand et merveilleux gateaux.

No matter what we say and do,
Je suis still me,
Vous êtes still you.

And even language cannot hide
the feelings that we have inside.

Monique Polak, 13
Montréal, Canada

INFORMATION ET RENSEIGNEMENTS POUR LES PERSONNES AGEES

The Bureau of Maine's Elderly, under the direction of Richard Michaud, is dedicated to serving all of Maine's over-60 population with free, equitable services such as transportation, meals, health screening, housing assistance, homemaker services, legal services, Foster Grandparents, Retired Senior Volunteer Program, information and assistance with SSI, foodstamps and similar programs and other services which are administered by the five task forces throughout the state.

Each task force is comprised of an advisory board of Older people and a planning director. Any older person in Maine seeking help or wishing to become involved in these projects should contact one of the following offices nearest them:

Quentin Paradis, Planning Director
Aroostook Regional Task Force of Older Citizens
457 Main St. -- Box 1288
Presque Isle, Maine 04769 (764-3396)

Villis Spaulding
Eastern Maine Task Force on Aging
890 Hammond St.
Bangor, Maine 04401 (947-0561)

William Inlow
Central Maine Senior Citizens
Box 484
Augusta, Maine 04330 (622-9344)

Harold Collins
Western Older Citizens Council
8 High St. -- Box P
Wilton, Maine 04924 (645-4222)

Donald Sharland
Cumberland-York Senior Citizens Council
142 High St. -- Suite 401
Portland, Maine 04101 (775-6503)

There also exists the Maine Committee on Aging, chaired by Representative Kathleen Goodwin, which is charged with advising the Governor, Legislature, and other state agencies as well as acting as a general advocate for older people.

General inquiries about programs and policies will be answered by either the

Committee or Bureau by writing them c/o State House, Augusta, Maine, 04330.

Le Bureau du Service aux Personnes Agées de l'état du Maine sous la direction de M. Richard Michaud (Il est natif d'Augusta et parle français couramment.) se dévoue auprès des personnes âgées de 60 ans et plus dans l'état du Maine.

Ses efforts sont consacrés à rendre des services gratuits et équitables tel que la transportation, les repas, les examens de santé, l'assistance à l'hébergement, les services juridiques, le service de Grandparents Adoptifs (Foster Grandparents), le Service Volontaire de Personnes Agées en Retraite (Retired Senior Volunteer Program), services d'assistance et d'information sur le Revenu Supplémentaire (Supplemental Security Income), les informations sur les coupons d'alimentation et d'autres programmes semblables, ainsi que plusieurs autres services sous l'administration de cinq forces de travail (task forces) déployés d'un bout à l'autre de l'état.

Chaque force de travail comprend un conseil d'administration composé de personnes âgées et d'un directeur de planification (planning director). Toute personne âgée dans l'état du Maine qui voudrait de l'aide ou qui désirerait travailler dans un de ces projets devrait s'adresser au plus proche de ces bureaux suivants: Faites référence au première colonne de ce page.

Il existe aussi le Comité sur la vieillesse auquel préside Madame Kathleen Goodwin, Représentante à la Législature. Ce Comité est chargé de donner conseil au Gouverneur, à la Législature, et à d'autres agences de l'état, ainsi qu'il agit en tant qu'intercesseur général au nom des personnes âgées de l'état du Maine dans les domaines de droits juridiques et civiques. Toute demande générale de renseignements au sujet des programmes et leurs objectifs recevront l'attention du Comité ou du Bureau en leur écrivant a/s State House, Augusta, Maine 04430.

(Traduction du version anglais par Yvon A. Labbé.)

MAINE HISTORY

A CLOSE LOOK AT FRANCO-AMERICAN CONTENT IN MAINE HISTORY BOOKS

In answer of several inquiries made of me in the spring of 1974, I compiled a short report on ethnic content in Maine history textbooks. I proceeded to make a survey of social science textbooks which had significant historical material and which could have been used in Maine elementary and secondary classrooms from the 1930's on. While I do not claim that this report is complete, I do claim that it is a fair representation of the kind of history that Maine elementary and secondary students have been exposed to. If there are readers who know of Maine history textbooks which challenge the conclusions of this report, I would be happy to know about them.

Bagley, Marion H. Maine History Can Be Fun. Portland, Maine: J. Veston Walch, 1956.

This activity text is aimed at the upper-level elementary-Junior High School. The author correlates her activities with the textbooks: Marion Jacques Smith, A History of Maine and Glen V. Starkey, Maine, Its History, Resources and Governments.

In this activity text there are a few references to early exploration and settlement by Frenchmen in Maine. However, there are no references to the Acadian settlement in Maine upon the signing of the Webster-Ashburn Treaty, and no references to the French-Canadian migration and settlement in Maine in the nineteenth and twentieth centuries.

Banks, Ronald F. A History of Maine. A Collection of Readings on the History of Maine 1600-1970. Dubuque, Iowa: Kendall Hunt Publishing Co., 1969.

This book is aimed at the college level but could be used as a reference tool by elementary and secondary teachers. The contents of the book include a reading under the colonial period entitled, "A French Jesuit Mission Arrives at Mt. Desert" (pp. 38-40). This seems to be the only mention of the

presence of French people in Maine, for there appears to be no reference to them in the nineteenth and twentieth centuries.

Clifford, Harold B. Exploring New England. Chicago: Follett Publishing Co., 1961.

This book has large segments of material on Maine. But, it has only two sentences on French settlement in New England during the colonial period. In the section on "Cloth by the Yard," which describes peoples' involvement in the New England textile industry, no mention is made of Franco-American contributions to this industry despite the fact they were heavily involved in its development. The only time Franco-Americans (or French-Canadians) are mentioned in this book is under the topic, "New England's Foreign Born," which covers approximately one page. The sentence on French-Canadians is as follows: "One of the largest groups has been the French-Canadians who came to all six New England states to work in factories, mills, and lumber camps and on farms." (pp. 181-182).

Clifford, Harold B. Maine and Her People. Freeport, Maine: Bond Wheelwright Co., 1963.

This textbook of three hundred and forty six pages is probably the most widely used Maine history book in this state's schools. It is aimed at the elementary and secondary level. While there is a selection on colonial French settlement and exploration, there is little mention of the French in the preceding centuries. The following selections are the only ones, outside of the colonial period coverage, which refer to the French in Maine in the nineteenth and twentieth centuries.

- (1) Referring to an 1850 census figure, the author says:
"The figures for 1850 are interesting: from English-speaking Canada, 36,169;

from French-speaking Canada 30,908..." (p. 120).

- (2) "In the latter part of the century a great many men and women from Quebec Province settled in Maine to work in the mills; in some communities one could hear more French than English spoken on the streets." (p. 125).
- (3) In the appendix, written by Charlotte Melvin, there are approximately two and a half pages devoted to the French people of Aroostook County. (pp. 296-298, 306.).

In conclusion, there is no mention of French people in Maine in the twentieth century. Almost nothing is said about the Quebec-origin French population of southern Maine. And, the author cites important figures of Maine history at random throughout the book but does not mention a single Franco-American among them. The author entitles his book Maine and Her People but Maine's people appear to be thoroughly assimilated.

Smith, Marion Jacques. A History of Maine from Wilderness to Statehood. Portland, Maine: Falmouth Publishing Co., 1949, 1960.

This book is also aimed at the elementary-secondary level. There are good selections on early French explorations and settlements but there is no material on Maine after 1820.

Starkey, Glenn Wendell. Maine, Its History, Resources, and Government. New York: Silver Burdett Co., 1920, '30, '47. (Surveyed only because it correlates with Bagley's text).

This text is also aimed at the upper elementary, high school levels. There are selections on French exploration and settlement in this state during the colonial period. And there is a section on Swedish settlements in Maine (p. 56) but no mention of Acadians or Franco-Americans at all beyond the colonial period.

In conclusion, some of the authors of these books do attempt to cover French contact with Maine during the colonial period (and some do quite successfully) but they are silent about the French presence in Maine during the period of their permanent settlement in this state in the nineteenth and twentieth centuries. The author of this report was forced to conclude that the surveyed history textbooks which have been and are currently used in Maine public schools have neglected the Franco-American contributions to Maine culture. The most far-reaching consequences of this neglect have been felt by Franco-American children who have had little or no opportunity to learn about their culture. If children are thus cut off from their history, they can more easily believe that they have none.

However, there are people who are energetically trying to ameliorate this condition of neglect in the texts. This author found two exceptions to the Anglo-oriented history material used in Maine classrooms. One of these kinds of materials is the French-Canadian, Acadian and French in New England Learning Activity Package now being used and tested in some selected Maine schools. These Laps are used in only a few Maine schools however and have been developed by the New England-Atlantic Provinces-Quebec Center of the University of Maine at Orono.

The other exception is the rich historical accounts included in the materials put out by the staff of the St. John Valley Bilingual Education Program. Their historical materials are especially valuable because they are presented in both French and English to the student population which the program serves. Hopefully, a more complete account of Maine history, including the contributions of all minority people soon appear.

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THE HARVEST

Le monde sont tanner. Oui, sont tanner de trainer toute ça ses patates là. Ça fait trois semaines pi y a encore presque trois quarts qui ont pas fini. Encause de la gèle, pluie, neige, pi de la marde. C'est bien décourageant.

L'année passée y avait pas trop de patates, sont était pas trop belle. Mais, le temps a été bien, le monde y n'avait, des machines, ça se brisait pas pi les patates y sont vendu. Là cette année se juste l'enver. Oui, sé bien décourageant, mais faut qu'ont swing avec ça pi qu'on prenne ça comme ça vient.

Pour les travailleurs, c'était pas drôle étou. Y ont fait pas gros d'argent. Le schedule était bien irregular. Pour les ramasseurs qui sont était supposer d'avoir .40 et .50 du carre, ont avait ça si y toughait la run. Mais avec le temps pi le irregularity y en na qi ont pas tougher la run. Cafêque! Pour les harvest workers sont supposer d'avoir \$2.25 de l'heure pi les gas \$2.50. Mais y en na des fois que les femmes travaillait plus. Des fois c'était pas drôle dans les maisons. Ça sastinnait qui travaillait plus fort pi qui gagnait plus etc. etc. Moé, je suis contente dans une manière que les écoles sont commencer back.

Les accidents cette année ont pas t'est trop pire pour les ramasseurs. Mais sur les harvester ça rempirait. Une femme a perdu sa vie encause que sa tresse a prit dans la chaine pi ça le haller jusque sont oreille. Une femme c'est faite casser deux jambes. Un homme c'est faite gaser, un autre une roue du harvester y a passer sur lui. Une petite fille de neuf ans a passer d'essous un truck. Non c'est pas drôle. Une petit gas de huit ans c'est faites haller le bras jusqu'à l'épaule dans un harvester. Le docteur, un velder, ont été obliger de venir au champ pour le dépendre. Y avait rien de casser toujours. Un homme c'est faites

étouffer par une chaine qui a poigner dans sont jacket et qui le étouffer au cou. Une autre personne vas tedbien perdre des doipts encause qu'a essayer de sauver sont butin. Mon doux, non, c'est pas drôle.

Oui, qui sait passé toute sorte de chose. La compétition entre les fermiers Pi ça ça causait la compétition entre le boss et ses workers, pi entre les workers et les autres workers. Je remerci le bon dieu qu'entre les workers la compétition est fini. Mais entre les fermiers je bien peur que ça comence ainque. Je hone and pray que les patates peuve se vendre!

Pour moé ça été une expérience quand même que je été levé la'd'dans. Dites quoi s'est vous voulé, quand une personne é pas là pour cinq ans y perde quelque chose. Le monde ont changer dans une manière que y sont plus tense asteur. Comme walking on pins and needles with the bottom being, if you fall, more pins and needles. La terre plus grasse. Les machines plus gros, plu expensive, et plus dangereux encause de la force des tractor qui halle ça. Mais time are a changing and the world turns.

Je trouver ça strange de me coucher pi voir et étendre les trucks, tractors, harvesters, le monde et les patates. Des fois la tête filait comme un bar de f Pi ça nous endursi.

Ça fessait longtemps que j'avait pas été salle comme ça. Pour commencer ça fessait curieux mais après trois jours ça filait nice. Oui, sé vrai qu'on vient toute de la terre pi on y va back. In one way or another.

Good-bye patates --- Hello Skidoo.

VOTRE QUOTIENT CULTUREL FRANCOPHONE

1. Etre magané
 - a. ravissement par un inconnu
 - b. résultat d'abus cornorel
 - c. apparition surnaturelle
2. Se parler dans le portrait
 - a. dialogue émouvant entre deux individus
 - b. avoir un grand respect pour les ancêtres
 - c. appareil photographique inventé par un franco-américain
3. Gros jos
 - a. pain de ménage
 - b. organes subventionnés
 - c. un monsieur important
4. Face de mi-carême
 - a. une fête religieuse importante
 - b. grimace coutumière avant la Pâque
 - c. visage pâle
5. Un quarante onces
 - a. ancien jeu des rificieux cultivés
 - b. ce qui sert à délier la langue
 - c. ancienne unité de mesure en Louisiane
6. Une tourtière
 - a. se rapporte à l'art culinaire franco-américain
 - b. ce qui fait partie de l'architecture d'un château
 - c. oiseau de neige
7. Recule-toi l'épaisseur d'une hostie
 - a. mouvement minime dans un sens
 - b. tourner en ronds
 - c. rituel religieux après la communion
8. Faire du ramollissement de cervelle
 - a. mélange que l'on prépare en utilisant une tête de porc
 - b. le dessus de la tête d'un bébé
 - c. état d'esprit qui se manifeste en gros par une forte diminution d'activité intellectuelle de qualité

RESULTATS DE VOTRE EXAMEN CULTURO-METRIQUE ET QUELQUES CONSEILS EN PASSANT POUR FAVORISER UN PLUS GRAND SUCCES LA PROCHAINE FOIS

- Nombre de réponses correctes sur huit et conseils appropriés
- 8 sur 8 - Félicitations! Vous êtes assuré d'une place au couvent ou au séminaire,
 - 7 sur 8 - Faites attention! Mais si vous parlez bien anglais, pas de problèmes.
 - 6 sur 8 - Possibilité d'amélioration. Vous pouvez encore vous inscrire à l'école paroissial
 - 5 sur 8 - Est-ce que votre maman est Irlandaise? Si oui, fréquent plus souvent votre papa.
 - 4 sur 8 - On vous a "bavassé" à l'école publique. Vous avez besoin d'une programme d'entrainemen à l'affirmation culturelle.
 - 3 sur 8 - Vous commencez à faiblir. Mais, "à coeur vaillant, rien d'impossible."
 - 2 sur 8 - Un éveil culturel vous est conseillé pour assurer le ple fonctionnement de votre esprit
 - 1 sur 8 - Vous faites "dur" sur les bo mais né vous découragez pas, moule est encore intacte.
 - 0 sur 8 - Vous devriez rendre visite à vos grandparents pour quinze jours un après-midi. Consult vos ancêtres. Vous serez sans regrets. Amen!

REPONSES AU TEST CULTUREL DU 9 OCTOBRE:

- 1, b - 2, c - 3, c - 4, a - 5, b - 6, a
7, b - 8, a