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Though it would be fitting with the Victorian Era fancy for tiny books, 2013 Winter Weekend participants will instead have the pleasure of reading a full-size version of Charles Dickens’ Great Expectations. PHOTO: DIANE HUDSON
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CALL FOR NOMINATIONS

The Maine Humanities Council seeks to expand its list of potential nominees to fill future openings on its Board of Directors. The Council seeks a wide geographic representation and range of civic and/or academic experience. To notify the Council of your interest, please send a letter and a résumé to:

Governance Committee Chair
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Would you like to explore questions of the human experience through a myriad of perspectives with the Maine Humanities Council?

ABOVE: Hayden posing with Faye O’Leary Hafford in front of her namesake library in Allagash.

PHOTO: ANNE SCHLITT
Seeing Only Possibility

Until digging into my new work as Executive Director at the Maine Humanities Council, I’d never had the opportunity to meet anyone for whom a library is named.

But at the end of my first week on the job, MHC Assistant Director Anne Schlitt and I traveled to the St. John Valley on the Canadian border to meet with some of the Council’s partners in northern Aroostook County—libraries, scholars, museums and cultural organizations.

Our first stop was the Faye O’Leary Hafford Public Library in Allagash; Faye O’Leary Hafford was there at the door to greet us. In 1998, Faye walked into the Allagash town offices and into the former Allagash Consolidated School library (the building housed the school, which had been shut down for lack of students the year before). The shelves still held a few children’s books that hadn’t been sold during the auction of the school’s furnishings and equipment. Where many of us would have seen a bittersweet reminder of the town’s past, Faye saw only possibility: “I walked into the selectman’s office and asked if I could open a library for the town’s people.”

Faye had no money, no paid staff, and no experience as a librarian, but she had a vision: to create a library and resource center where people from the town could come to read and check out books, but also where they could connect with their neighbors and feel part of their community. Since its most humble beginning, the Faye O’Leary Hafford Public Library has grown into an indispensable community resource and gathering place.

And it’s an important partner for the MHC, hosting our Let’s Talk About It library discussion group. It was an honor and a privilege to join the discussion in the Hafford Library on that Sunday afternoon, connecting with a group of fellow Mainers through literature, sharing ideas and perspectives, and having a great time doing it.

What’s going on in Allagash is a great example of the kind of partnerships that the Maine Humanities Council builds throughout the state: key grassroots leadership comes from local people, and the MHC provides programming expertise and other institutional support. It’s a recipe for building community, stimulating thoughtful discussion, and connecting neighbors with one another through the power and pleasure of ideas.

And the Faye O’Leary Hafford Library in Allagash is merely one example of how the humanities are alive and well in the St. John Valley. This is truly a region of the state where folks know firsthand the power of the humanities to enhance community and enrich lives. We met with dozens of people, including Don Cyr, who founded the Musée culturel du Mont-Carmel; Huguette Desjardins, who decided that the Valley ought to have a symphony orchestra, and so founded one; and Lise Pelletier at the Acadian Archives at the University of Maine at Fort Kent, who is already hard at work with her team to prepare for the World Acadian Congress, to be hosted in part in the St. John Valley, in 2014.

Our visit to the Valley was a fantastic way for me to wrap up my first week at the Maine Humanities Council. There’s so much going on in our state’s northernmost towns, so much energy and heart and dedication to the idea that the humanities play a crucial role in the life of any vibrant, thriving community. It was an inspiration to be there, and it brought home how important this work is.

The MHC is committed to working statewide—there’s no place we won’t go, no corner of the state too remote. Through our grants and programs, the MHC’s aim is to serve all Mainers and to promote meaningful personal connections, robust civic participation, and thriving communities through engagement with the humanities.

I believe the MHC’s mission is incredibly important, and I feel proud and humbled to now be part of the team working toward that mission.

I invite you, too, to join in the MHC’s work as a partner—whether or not you’ve yet had a library named after you. If you’re interested in participating in an MHC program, or if you’re curious about how your community might connect with the MHC, I’d love to hear from you.

Hayden Anderson, PhD
Executive Director
ON THE CARE AND FEEDING OF TEACHERS: REFLECTIONS ON A DECADE OF TAH

BY CHARLES CALHOUN

First, the food. It doesn’t have to be anything special. But it has to be nicely presented. It has to say you care.

Second, the books. Great stacks of them. They smell so “new book” when you pull them from their cartons. They say: you’re back in college! Get to it!

And then the setting—a classic New England campus—and the faculty—some of the liveliest historical minds in New England, scholars like Joe Conforti and Libby Bischof (University of Southern Maine), Patrick Rael and Linda Docherty (Bowdoin), and Stephanie Yuhl and Ed O’Donnell (Holy Cross).

And, most important, the colleagues—a cross-section of the brightest, most self-motivated, most inspiring high school teachers from across the state. “Pinch me,” as one of them once said, “I think I’m dreaming.”

For most American teachers today, this would indeed be a dream. Imagine for a moment a system of public education in which teachers were honored and cherished, in which they were expected to perform the role of public intellectuals, in which they were regularly offered—as is the norm in other professions—serious opportunities to re-charge their minds and renew their sense of vocation.

The U.S. Department of Education provided a glimpse of just such a Promised Land over the past decade—a Mount Pisgah called Teaching American History (TAH), with an unlikely Moses in the person of the late Senator Robert Byrd of West Virginia. The program offended every pedagogical orthodoxy of the day. It lasted only as long as the senator, who died in 2010, aged 92. Senator Byrd had had a complicated career, but he had survived to become “the last of the Romans,” as his colleagues called him, the republic’s longest-serving senator, and he always carried in his coat pocket a copy of the U.S. Constitution. He was worried that the study of his country’s history was...
In April 2012, 35 Maine TAH teachers took part in an intense five-day study tour of New York to close the MHC’s final TAH grant.

The group’s scholar/guide was the extraordinary Ed O’Donnell, a Holy Cross historian with an encyclopedic knowledge of New York City. He could stand on any street corner and tell you what had been there 50, 100, 200 years ago. He skillfully wove the biographies of New Yorkers, famous and obscure, with the great historical themes of immigration, industrialization, urbanization.

Everyone jokes about Grant’s Tomb (yes, he’s not buried there; he and his wife are entombed there, à la Napoleon at Les Invalides)—but how many of you have actually been there? Having read William Feely’s biography of Grant, the teachers were eager to pay their respects. They proved to be better informed about the general than the National Park Service guides.

Almost hidden nearby on the steep, wooded Hudson River bank is a more modest memorial, a small block of marble commemorating “The Amiable Child”—5-year-old St. Clair Pollock, who fell to his death there in 1797. Now here was a lesson in comparative biography: the famous general, the unfortunate child, curiously linked by an accident of urban geography. Volumes have been written about Grant; only a few memorial lines about Pollock. Each has his story to tell in that great American saga that TAH so fruitfully explored.

But why is the boy’s memorial so much more moving than the general’s?

either being crowded out of the curriculum by the testing maniacs or swallowed up in some vague subject called social studies. As chair of the Senate Appropriations Committee, he was in a position to do something about it.

Half a billion dollars, over ten years, is what he did about it—an unprecedented federal investment in teaching U.S. history (which Senator Byrd saw as teaching citizenship), unlikely to be repeated by any foreseeable Congress.

Thanks to three successful TAH grants written by the Maine Humanities Council, a great deal of federal revenue was brought back to the state and passed on to the teachers in the form of stipends, books, tuition, room and board, and study tours, over the course of summer institutes and school-year colloquia. The MHC partnered this effort with three school districts: Gardiner, Gorham, and Oxford Hills.

TAH programs varied from state to state. Maine’s had a strong biographical focus—and made an intellectual demand on participants that doesn’t seem to have been duplicated anywhere else in the country. Not only did the teachers have to read and discuss an imposing stack of biographies, they had to research and write an essay-length one of their own.

To aid in this process, TAH faculty discussed the nature of biography and how it differs from other forms of historical enquiry and led the teachers through a critical analysis of recent examples of the genre. They were brought up-to-date on the latest online scholarly research tools as well as taught traditional archival research. Expected to “think like historians,” they were also coached in writing good historical prose.

The resulting teachers’ biographies were extraordinary. Some teachers chose national figures (e.g. George Mason, the “forgotten” Founding Father); others, Mainers of national repute (William Pitt Fessenden, Hannibal Hamlin). Most focused on someone close to home—even a relative, in cases where sufficient records existed. A Newcastle sailor lost at sea, a World War I doughboy whose letters home had been kept, a radical Biddeford mill hand, a husband in a Vietnam POW camp, a grandfather who taught Japanese internees—these were the sort of biographical subjects the teachers worked on.

Senator Byrd would not have been displeased. Citizenship isn’t an abstraction—it’s about connecting with people close at hand, living or dead. The TAH teachers returned each fall to their classrooms richly prepared to share with their students this hands-on exploration of American biography—a kind of once-in-a-career experience.
Most college and university faculty probably share a goal of trying to figure out a way to spend a term living, teaching, and researching abroad. Thanks to support from a Fulbright Fellowship, the University of Maine, and a semester’s leave for my wife (who teaches English at Bangor High School), my family was able to relocate to Glasgow, Scotland, from January to July 2012. We all found it richly rewarding in ways that we often didn’t anticipate. We loved big city life with its never-ending choice of things to do, and what a joy to have good mass transit—six months without a car was liberating!

We all found getting to know the many different faces of Glasgow, Scotland, and Britain to be an extra-ordinary education, one that forcefully reminded me of how the humanities gives our lives fuller meaning. When we arrived, Parliament had just approved a popular referendum on Scottish independence, which is expected to be held in 2014. While most observers agree that it is unlikely to pass, the coming vote triggered widespread discussions about the crown, the pound, membership in the EU, and the very meaning of Scottishness and Britishness. Given my specialty as a historian of the Anglo-American 18th century world, which opened with the Union of Scotland and England in 1707 and closed with US independence, the persistence of many similar themes of political self-understanding and debate up to the present was especially fascinating. Moreover, much of the impetus for the referendum comes from a broad dissatisfaction with contemporary British political life, a potent reminder of the many ways that British and US politics and culture continue to run along parallel tracks in the 21st century.

While Scotland is famed for its Highlands and low population density by European standards, we thrived in urban Glasgow from the dining and shopping options in our fashionable pub-filled West End neighborhood near the university to the city’s great live music scene. We also attended a huge number of plays from a weekly one-act lunchtime series (a play, a pie, and a pint for under $20!), to Alan Cumming’s one-man Macbeth, and even an adaptation of King Lear that one of our sons performed in as part of an acting class at the famed Citizens Theatre. My wife, already a great fan of British lit from classics to Christie, probably embraced life abroad even more quickly and fully than the rest of us—shopping at local markets daily, voraciously reading Scottish literature of all kinds (her current top recommendation is Denise Mina’s mystery Garnethill), and developing her skill as a photographer and...
travel blogger. And the gardens! I never really appreciated the glory of the British garden until I lived two blocks from the “Botanics” and the Kelvin River. Seeing this tremendous urban green space come to life from darkest January to the incredibly long days of July was transformative. Moving 11 degrees of latitude further north really makes a difference.

Everyday life and family adventures were a wonderful part of my Fulbright experience, but I also learned a great deal as both a teacher and a scholar. My upper-level undergraduate course on the American Early Republic taught me that Maine and Glasgow students were by-and-large quite similar, but British higher education is remarkably more structured and standardized than in the US for both good and bad. Research took me to several archives in both Edinburgh and Glasgow, where the fussy National Library of Scotland and the warmly welcoming Mitchell Library offered spot-on representations of their respective cities. In some of my research, I continued work on the trans-Atlantic nature of opposition to the American Revolution and its consequences. I also began a new project examining Glasgow’s ties around the British Atlantic World by following Glaswegians from Virginia to the British West Indies, Canada, and back home again from 1760 to 1820.

It was my good fortune that this new research coincided with the Kelvingrove Museum planning a major exhibit on 18th century Glasgow (its first “history” exhibit in three decades). The curator and I hit it off, and I got to play a role in its initial design. I hope to continue the collaboration from Maine, and it may even give me an excuse to return to Glasgow before the exhibit opens in summer 2014.

I also did quite a bit of public speaking on a range of topics as a Fulbright Scholar. First at York University in England, then at a couple of Scottish universities (Glasgow, Edinburgh, and Stirling), and our stay ended with three different European lectures over ten days: from Paris, to Heidelberg, and then Muenster. This intense trio of talks helped us to rationalize a family trip to the continent just before closing our expatriate escapades with a Highlands tour to visit as many castles mentioned in Macbeth as possible.

Given the heady pace at which we tried to see and do everything that we possibly could in our fleeting half year in Scotland, we’re happy to have returned to Maine this summer and have begun our recovery and preparation for a new school year. We all feel fortunate to have had this experience outside the US and look forward to discovering how it will change our sense of ourselves and our perspectives of Maine. Surely among these changes is a deepened appreciation of the essential place of the humanities in a life well lived.

Liam Riordan is Associate Professor of History at the University of Maine, a scholar for MHC teacher programs, author of Many Identities, One Nation: The American Revolution and its Legacy in the Mid-Atlantic (University of Pennsylvania Press, 2007), and a member of the MHC Board. Professor Riordan will be giving a lecture entitled The American Revolution and the Origins of American Multiculturalism on December 10, in Portland, as a University of New England Center for Global Humanities seminar [FMI: une.edu].
Civility may seem scarce in America these days, yet we all have the ability to work together across areas of difference. By having open conversations, we can ensure that the complicated, nuanced issues of our society are not reduced to sound bites or rhetoric. That’s why the MHC is presenting *What It Means to Be a Mainer: Conversations Within Communities*, a new program that will use theater, literature, and other texts to help Maine’s communities address our nation’s need for civic discourse by opening conversations around urgent state and local issues, running from November 2012 to October 2014.

*Join a conversation!*
MAINE AT WORK

Fans of the conversations generated by the Maine Humanities Council’s traveling productions “Taxing Maine” and “As Maine Grows” will enjoy “Maine at Work,” again featuring David Greenham’s Theater of Ideas traveling performance. For those who haven’t experienced Greenham’s magic, Theater of Ideas takes a hot topic and turns it into a 30-minute performance based on primary-source documents, historical characters, humor, little-known facts, and thought-provoking stories. Following the performance, the actor engages the audience in a discussion. 

Maine at Work will focus on the issue of jobs. Maine is a state with high unemployment where jobs are not perceived to be plentiful, a state that regularly loses its young residents to other states as they pursue jobs. The performance will explore the history and present-day state of employment in Maine, and culminate with a discussion of the future of jobs in this state and in the communities where the performance takes place.

BRING THIS CONVERSATION TO YOUR TOWN

Do you want your town to host Maine at Work? Ask a local venue—a library, VFW hall, grange, opera house, church (any place with a room large enough for a crowd appropriate to your town)—to contact the MHC for more information at info@mainehumanities.org.

THINK & DRINK

Think & Drink is a conversation model developed by the Oregon Humanities Council, a “happy-hour series that sparks provocative conversations about big ideas.” The series, which takes place in bars, invites audiences to participate in public conversations around a facilitated dialogue between two “speakers,” usually representing opposite sites of an issue. This project doesn’t seek to create consensus but, rather, an open interplay of ideas, viewpoints, and perspectives.

Maine’s pilot of this model will be held in Portland six times during the final year of this project in 2014 on topics pertaining to what it means to be a Mainer. We’re still investigating partners, but topics may include: branding Maine seafood, green building, the creative economy, technology’s effect on employment in the state, the paper and logging industry, and education.

VENUES & TOPICS

To be updated once we schedule venues and topics, send us an email at info@mainehumanities.org with the email subject, “Think & Drink List.”

What It Means to Be a Mainer will take place from November 2012 to October 2014. Through this project, the MHC and communities statewide will spark a conversation about what it means to be not only a Mainer, but also a member of a community. Join us!

• If you’d like your local library or another local community organization to be involved, ask them to contact the MHC at 207-773-5051, or info@mainehumanities.org.
• If you’d like to be on a list to know about how this program progresses, use the same contact to let us know.
• If you’d like to support the program with a financial gift, please be in touch with Diane Magras, Director of Development, at diane@mainehumanities.org.
ARCHAEOLOGY projects are usually underfunded and working against a serious deadline, so the creative minds behind History Camp wondered if this might not be a great opportunity for our historically minded campers. Not every site will welcome school-aged students, but fortunately for us, Maine’s archaeology community showed enthusiasm for a collaboration. Even more fortunately, an important new site needed intensive excavation. A new bridge on Route 197 crossing the Kennebec in Richmond is scheduled for construction later this year, and it just so happens that the former Fort Richmond was at this site. The clock was ticking for Maine archaeologists...so our influx of 23 eager students fit the bill perfectly!

On July 16th, under the leadership of Tom Desjardin and with the blessings of the Maine Historic Preservation Commission, we became archaeologists. We had 21 students from Maine and 2 from away. One young man, a History Camp veteran, is from Connecticut and summers with his family in Maine. Another young man was from California. We all assumed that he too summered in Maine, but that was not the case. When asked why he was attending a History Camp in Maine, his response was, “There is nothing like this in California!”

Our first day was spent touring Fort Western in Augusta because of its similarity to Fort Richmond in both design and function. Docents at the fort also explained how the museum’s exhibits were designed and what exactly each exhibit was supposed to tell the
At the Fort Richmond excavation site, students work together to carefully and systematically dig into the plot of soil they have marked for excavation; one student catalogs her findings from the dig; the original fort included a blockhouse, trading post, chapel, officers’ and soldiers’ quarters, all surrounded by a palisade—the building shown here is a reproduction of a blockhouse the students were able to tour at Old Fort Western. Photos: Tom Desjardin.

Fort Richmond, in Richmond, Maine, stood from 1740 to 1755. Archeologists have found that an earlier fort was on the same site as early as 1721. The dig will reveal much about how 18th century soldiers lived. As the area is being cleared for a bridge set for 2013, collecting and documenting artifacts now is crucial.

That afternoon we learned about the Maine frontier in the 18th century and the history of Fort Richmond. The next three days we were in the field doing archaeology.

Archaeology is an ideal activity for students—the perfect combination of mental and physical engagement. You don’t just throw a trowel into the ground; it takes research, planning, and an awareness of what is being found in other pits to determine where you dig. The artifacts do not pop out of the ground; you have to uncover them. The students really enjoyed the hands-on experience of archaeology, loving the work through heat and rain—every minute of it! Often we had to force them to take water breaks.

The students quickly became adept at spotting pottery shards, pipe stems, glassware, and bricks (lots of those) from their screens and pits. They came to understand how the artifacts helped tell the story of life in Fort Richmond. The students thrilled at finding traces of the fort’s palisade wall. Especially exciting was finding part of a post still intact and preserved in the soil. It is rare to find such an artifact in Maine.

We concluded History Camp at the Maine State Museum, where the curator explained how artifacts are brought into the museum and how they are preserved and cataloged. We also toured a new exhibit and saw how it was planned and constructed. The experience inspired one student, who has attended camp all four years of high school, to look into a career in museum work: “As this is my fourth year at History Camp, I want to thank everyone that supports this program because it is so amazing and offers so many amazing opportunities. It has steered me to a career path of curating and opened my eyes to so many things.”

History Camp has always been about teaching students to see and appreciate the world through a historic lens. The enrichment allows students to acknowledge the history that surrounds them and to learn from it. Rising Mt. Ararat senior Kristen Haines explained it best when she said, “You have to learn about the past.” She further explained, “We have to know what happened years ago to know what is happening today and what will happen in the future.” Wise words indeed, and the reason why we believe in History Camp.

Dennis D. Edmondson, director of History Camp, also teaches at Mt. Ararat High School and is a regular partner in MHC teacher programs.
To mark the 15th anniversary of Winter Weekend, we interviewed Charles Calhoun, who has presided over the program since it began in 1998.

**Q** How did Winter Weekend begin?

We’d done a very successful teacher institute on the new Robert Fagles translation of *The Odyssey* and wondered if a similar program might attract a general audience. We held the first weekend at Bowdoin College and drew, to our astonishment, 70 attendees. People evidently welcomed something interesting to do in “mud season” in Maine.

**Q** How does the program work?

Ideally, you sign up far enough in advance to read a big book and the contextual material we provide. There’s a kick-off lecture on Friday evening, followed by a reception and theme dinner, then a day of talks and discussion on Saturday. It’s a serious but relaxed and sociable sort of thing.

**Q** Do the same people show up year after year?

We have a loyal following, some of whom have been there from the start. But each year brings new faces.

**Q** Do you attract younger readers?

We offer full scholarships to high school and college students, but the response has been negligible—to my surprise, since having attended Winter Weekend would look good on a college or graduate school application!

But we do create ripples. Two of our “regulars”—James Bulteel and Claire Moriarty—use each year’s text for their own AP English seminar at Orono High School. And all the talks are available as MHC podcasts.

**Q** What sort of speakers do you attract?

We’ve been blessed with some big names—Sir Christopher Ricks on George Eliot, Michael Putnam on Virgil, Harold Augenbraum on Proust. But our greatest service has been to remind people of the strength of the scholars at Maine’s own colleges and universities.

**Q** What was your favorite Winter Weekend moment?

When we did *War and Peace*, Roger Gilmore [former Maine College of Art president and Winter Weekend “regular”] brought in an earlier translation he had read as a teenager, after hours, in his tent at summer camp. It still had dark smudges where his candle had singed the cover!

**Q** So people are often re-reading a book?

Oh, yes, I think for much of our audience it’s all about re-reading a classic at a later stage in life. Essayist Verlyn Klinkenborg put it better than I can: “The characters remain the same, and the words never change, but the reader always does. Pip is always there to be revisited, but you, reader, are a little like the convict who surprises him in the graveyard—always a stranger.”

Which reminds us that *Great Expectations* is the 2013 choice.

**Q** Your choice of books to date seems exclusively European or North American. Why is that?

For ten years, I worked with the World Affairs Council of Maine and the Freeman Foundation producing
2013 WINTER WEEKEND: GREAT EXPECTATIONS
MARCH 8 – 9, 2013

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On the 200th anniversary of Charles Dickens’s birth, the Maine Humanities Council is delighted to announce our first Dickens novel for Winter Weekend. Great Expectations, one of Dickens’s mature novels, is replete with his trade-mark colorful characters and biting criticism of society. This *bildungsroman* is a powerful and dramatic story from Dickens at his prime.

From Pip himself, an orphan living with his abusive adult sister and her gentle blacksmith husband, to the egocentric Miss Havisham, who has raised her ward Estella to be all that a Victorian woman should not, Dickens explores the cruelty of the class system and the restrictions facing women in Victorian England—and so much more.

*Great Expectations* begins with a crime—a pie stolen by Pip for a convict in chains who confronts him in a churchyard at night. This crime has a long and lasting impact, but not in obvious ways. This novel illustrates the gray areas of crime and punishment, and takes wry aim at the English legal system (one of Dickens’s favorite targets). But most prominent among its themes is the concept of inventing oneself—or re-defining when fortunes change and life lessons become clearer.

Winter Weekend is a humanities experience that, through lectures and discussions, unites historians, writers, artists, public intellectuals, and others to help us understand each year’s book in its rich historical and cultural context.

Winter Weekend consistently fills up very quickly; if you don’t make it in this year, don’t be discouraged. Instead, consider becoming a sponsor in order to access early registration next year!

Speakers: Rosemarie Bodenheimer, Boston College (Knowing Dickens); Jacqueline Field, Independent Scholar (American Silk, 1830-1930: Entrepreneurs and Artifacts); Declan Kiely, Robert H. Taylor Curator and Department Head of Literary and Historical Manuscripts, The Morgan Library & Museum (curator of Charles Dickens at 200 exhibit); Lillian Nayder, Bates College (The Other Dickens: A Life of Catherine Hogarth); and Dianne Sadoff, Rutgers University (Victorian Vogue: British Novels on Screen).

What pleased you most about the past year’s Winter Weekend? That we sold 50 copies, during the break, of Caroline Alexander’s splendid *The War That Killed Achilles*—and she graciously signed all of them. It’s gratifying when your audience loves a speaker so much, they want more of her words.

the MHC’s teacher institutes on East Asia. I discovered classics like *The Tale of Genji* and *Dream of the Red Chamber* and *Memoirs of the Red Queen*—fabulous books from Japan, China, Korea. But they aren’t books that shaped our culture or formed our sensibility. I’m looking for texts that, as Wordsworth says in *The Prelude*, “lay their sure foundations” in the hearts of our readers.

What does “western” mean anyway? Homer was clearly influenced by the Gilgamesh poet from what is now Iraq and the rich Anatolian cultures of what is now Turkey. All great civilizations are hybrids. It’s the lesson of that very Moorish book, *Don Quixote*. 

GRANT OPPORTUNITY AND PUBLIC SYMPOSIUM

The state of Maine holds a special place in the history of the American Civil War. To recognize and celebrate the role of Mainers on the battlefield and the home front, the Maine Historical Society and the Maine Humanities Council are offering ten Maine communities the opportunity to explore their local Civil War history through a new joint program, Local & Legendary: Maine and the Civil War. This project, which is meant to bring communities together around their stories, has received major support from the National Endowment for the Humanities.

Each community involved in Local & Legendary will form a team composed of a local historical institution, a library, and an education institution. This community team will collaborate on a series of activities, including digitizing local historical collections, creating online exhibits on Maine Memory Network, and hosting a One Story, One Community program. Each community will receive a $2,000 grant, as well as training and other resources to support their work. A one-day public symposium on April 27, 2013 at USM’s Hannaford Hall, featuring national and state-based speakers, formally kicks off the project.

For the first five communities, the application process opens on January 1 (deadline: March 1, 2013; the second five communities will be selected in 2014). For program details and application materials: www.mainehumanities.org or Anne Schlitz, annes@mainehumanities.org
USM’s Special Collections Library has been working with the NAACP Portland Branch to re-assemble the records and history of NAACP branches in Maine. For the past two years professor Mollie Godfrey, of the Bates College English department, has led her students in historical and archival work, processing the material and making it more accessible to future researchers. Collaborating with Susie Bock, head of USM’s Special Collections, and Rachel Talbot Ross, Portland NAACP president, the project highlighted Maine’s African American history and the importance of primary research in the creation of that history. To celebrate this important collection, the students created an exhibition, Making African American History: The Maine NAACP Collection, 1987–2012 which was on display at USM through June 2012.

**Bates College and University of Southern Maine**

**LEWISTON/PORTLAND**


This grant will fund a special PMA permanent exhibit, opening to the public August 31, 2012, which will share the history of Winslow Homer’s residence at Prouts Neck and connection to Maine. Artifacts from Homer’s studio, in conjunction with the museum’s extensive Homer collection, will provide an opportunity to explore his historical significance in the art world.

**PORTLAND**

$10,000  Winslow Homer’s Studio at Prouts Neck – Interpretive and Historical Exhibition

This grant will fund a special PMA permanent exhibit, opening to the public August 31, 2012, which will share the history of Winslow Homer’s residence at Prouts Neck and connection to Maine. Artifacts from Homer’s studio, in conjunction with the museum’s extensive Homer collection, will provide an opportunity to explore his historical significance in the art world.

**ORONO**

$3,000  Oral History of the Prospect Harbor Sardine Cannery

The closing of Prospect Harbor’s Stinson Plant in April 2010 marked the end of sardine canning in the United States. The Stinson plant, owned by Bumble Bee Foods, was the last active sardine cannery in the country. This grant funded an oral history project conducted by the Maine Folklife Center at the University of Maine that documented the plant’s last days. The collected materials, including historic photos, were used for a public event in the Prospect Harbor community last spring.

**Maine Folklife Center, University of Maine**

**B E L O W :** Sardine canning in Prospect Harbor dates back to 1890, but it wasn’t until Cal Stinson, who had worked in the Prospect cannery as a boy, bought the cannery and rebuilt it in 1927 that Prospect Harbor would become famous. His cannery, shown here shortly after it opened, burned in 1969 and was finally closed in April 2010. PHOTO, PMM IMAGE ID 102115: COURTESY PENOBSCOT MARINE MUSEUM

**B O T T O M L E F T :** Interviewees for the project Peter and Willard Colson managed the Stinson Cannery across generations. **B O T T O M R I G H T :** “The Sardine Man.” PHOTOS: KEITH LUDDEN

**B E L O W :** Winslow Homer Studio—The Painting Room: The Story of Homer’s Life in New York, 2012. PHOTO: TRENT BELL PHOTOGRAPHY

**I N S E T :** Winslow Homer with The Gulf Stream in his studio at Prout’s Neck, Maine, circa 1900, albumen print. PHOTO: UNKNOWN
Domestic abuse is a major problem in Maine, crossing economic, educational, ethnic, religious, gender, age, and social boundaries. The MHC aims to open community dialogue about this issue across the state of Maine through offering public theater performances by the nationally acclaimed theatrical group *Outside the Wire* in April 2013 as follows:

- **Portland**: John Ford Theater, Portland High School  
  April 16, 2013 | Tuesday evening (tbd)
- **Lewiston**: Franco-American Heritage Center  
  April 17, 2013 | Wednesday evening (tbd)
- **Bangor**: Gracie Theater, Husson University  
  April 18, 2013 | Thursday evening (tbd)

Building upon the success of *Outside the Wire’s* performances in Maine last year, MHC has commissioned the company to create a new performance addressing how domestic violence affects its sufferers, public safety and social service workers, health professionals, family members, and the general public.

*Outside the Wire* has proved its ability to stimulate discussion about difficult topics among mixed audiences. Its interactive presentations offer a compelling yet safe means to deepen understanding of the effects of crucial health and social issues, offering an opportunity to share reflections with others on an issue that many of us find very difficult to approach.

This project is an example of *Literature & Medicine: Humanities at the Heart of Health Care,* a signature MHC program, reaching beyond its usual audience to address a significant topic. This powerful program will give voice to a community dialogue. Please join us.

**PROJECT FUNDING:** ELMINA B. SEWALL FOUNDATION,  
THE MAINE COMMUNITY FOUNDATION,  
AND THE MHC’S FUND FOR LITERATURE & MEDICINE.

**FOR MORE INFORMATION, OR TO SUPPORT THIS WORK, VISIT**  
WWW.MAINEHUMANITIES.ORG OR CONTACT US AT 207-773-5051.