

February 18, 1994
Eagle Lake, Maine

1975-1976

1977-1978

1979-1980

1981-1982

1983-1984

1985-1986

1987-1988

1989-1990

1991-1992

1993-1994

1995-1996

1997-1998

1999-2000

2001-2002

2003-2004

2005-2006

2007-2008



United States Department of the Interior

NATIONAL PARK SERVICE

Acadia National Park

P.O. Box 177

Bar Harbor, Maine 04609

IN REPLY REFER TO:

February 1, 1994

A18 (ACAD)

Memorandum

To: Maine Acadian Culture Preservation Commission

From: Superintendent, Acadia National Park

Subject: February 18, 1994, Commission Meeting

The next meeting of the Maine Acadian Culture Preservation Commission will convene at 7:00PM, February 18, 1994, at the Eagle Lake Elementary School gymnasium. The school is located in Eagle Lake just off Route 11, on Albert Street.

The meeting agenda includes reports from the working group on cooperating organizations and the National Park Service planning team.

Please review the enclosed summary report of the November 17, 1993, Commission meeting as well as the draft 1993 Annual Report of the Commission that was enclosed in November's pre-meeting packet. Also enclosed are new notebook entries and news clippings of interest.



Robert W. Reynolds

Enclosures



IN REPLY REFER TO:

United States Department of the Interior

NATIONAL PARK SERVICE

Acadia National Park

P.O. Box 177

Bar Harbor, Maine 04609

Maine Acadian Culture Preservation Commission Summary Report November 17, 1993 Frenchville, Maine

Present: Dr. Richard Dumont, Chairman
Roger Paradis, Member
Geraldine Chasse, Member
John Martin, Member
Judy Paradis, Member
C. Blackie Cyr, Member
Bruce Jacobson, Resource Planner, ACAD/NPS
Leslie Jones, Planning Assistant, ACAD/NPS
Herb Nolan, Landscape Architect, NARO/NPS
Public and News Media

Mr. David Raymond gave a slide presentation regarding the history of the St. Luce Church. The presentation took place at the church preceding the official Commission meeting.

Dr. Dumont opened the meeting held at the Dr. Levesque school, by recognizing those members present and declaring a quorum.

It was moved, seconded and unanimously approved that the Summary Report for the September 21, 1993 meeting be accepted.

Commission members summarized their visit to Jean Lafitte National Historic Park and Preserve in Louisiana. (Eight of the nine commissioners participated in a tour of Jean Lafitte during October 1993.)

Public Involvement Working Group: Blackie Cyr reported that local historical societies were invited to share their ideas and suggestions for technical assistance needs/programs at the November 17 Commission meeting.

On behalf of the Madawaska Historical Society, Blackie Cyr presented an overview of the historical societies contributions to cultural conservation since 1970. Their extensive collections, building acquisitions, and a large genealogical library were noted as particularly important.

The historical society expressed its willingness to enter into cooperative agreements with the National Park Service to provide artifacts, access to the St. David landing site and the family reunion markers, and genealogical research services.

Commissioner Cyr, also representing the Town of Madawaska, offered several possible cooperative arrangements and donations: the Acadia School as a possible culture center, ground maintenance, janitorial services, and road services. In addition Mr. Cyr noted that the Acadian Festival Committee and the Madawaska Chamber of Commerce would be receptive to entering into a cooperative agreement with the NPS.

NPS Planning: On behalf of the NPS planning team Bruce Jacobson acknowledged the efforts of the Madawaska community in the promotion and preservation of Acadian culture, as well the offer of the Acadia School and other potential cooperative agreements. Mr. Jacobson encouraged other communities to provide similar documentation of local efforts in order to assist the NPS planning team in developing alternative management concepts.

Mr. Jacobson noted that the planning team has worked closely with local historical societies since the planning process was initiated two years ago. All Upper St. John Valley historical societies were invited to attend the November 17 meeting to discuss technical assistance needs. Mr. Jacobson explained that technical assistance is defined as expert advice, planning, and training.

Leslie Jones summarized the various technical assistance tools that the NPS can provide. These include interpretation planning and development, care and management of cultural resources, river and trail conservation assistance, and programs available within NPS's Denver Service Center.

Mr. Jacobson reiterated that the NPS technical assistance program for Maine Acadian Culture is still being designed, and not all requests will be fulfilled.

A discussion ensued about the ability of NPS to buy and/or run various historical sites within the Valley. Mr. Jacobson reminded Commissioners that NPS does not have the authority to purchase sites in the Valley except for the establishment of a cultural center.

Historical Society Presentations: Don Cyr from L'Association Culturelle et Historique du Mont-Carmel listed the following needs of the Association: an historic structure report, volunteer training workshops; advice from the following specialists — engineers, historical architects, sound and theater technicians, historical landscape architects, security and fire prevention experts, fund-raising and organizational management experts, and museum technicians and curators.

Ann Roy from the Acadian Village in Van Buren listed similar needs. Ms. Roy noted that staff training, advertising advice, and guidance on establishing a demonstration program would all be useful.

Commissioner Paradis requested that all historical societies provide the Commission with a detailed study of what their needs are, and then attach a dollar sign to each specific request so that the Commission has a clearer understanding of the needs of local historical societies.

Mr. Jacobson noted that the planning team had received a letter from Sister Marguerite Cyr from St. Leonard, New Brunswick regarding her collections and the research she has conducted on Acadian culture.

Mr. Jacobson read a letter from Harold Underhill of the Frenchville Historical Society outlining their needs for technical assistance, including advice on setting up an historic loom.

Dave Raymond, representing the St. Agatha Historical Society reported that they need assistance preserving and conserving their extensive collections, especially photographs.

Chad Pelletier, President of the Fort Kent Historical Society said they would appreciate assistance with renovating an historic building, as well as conserving historic photographs.

Nicholas Hawes, Assistant Director of the Acadian Archives/archives acadiennes at the University of Maine at Fort Kent suggested two specific areas of need. First, assistance in retrieving St. John Valley Acadian artifacts scattered at various institutions around the country; and second, forming a entity comprised of local historical societies with bulk buying power to purchase high quality archival supplies at low costs.

November 17, 1993
Summary Report
Page 4

Public Comment: Guy Dubay from Madawaska shared an historical map of the "Town of Madawaska".

Brenda Libby from the Greater Madawaska Chamber of Commerce echoed Commissioners Cyr's presentation of the extensive efforts Madawaska has put into preserving and promoting Acadian culture.

Bernette Albert from Madawaska wondered if Mr. Jacobson could provide a list of who has attended past meetings and what towns they represented. Mr. Jacobson noted that there is not a complete record of who has attended the various Commission meetings.

Next Meeting: The next meeting will be February 18, 1994 in Eagle Lake, Maine.

The meeting adjourned at 10:15 PM.

1

Transcript of Proceedings

Meeting of the
MAINE ACADIAN CULTURE PRESERVATION COMMISSION

COPY

Eagle Lake Elementary School
Eagle Lake, Maine

18 February 1994
7:00 p.m.

Commission Members in Attendance:

Dr. Richard G. Dumont, Chairman
John L. Martin
Edward D. Ives
Earle Shettleworth
Judy Paradis

Heather M. Williams
BROWN KEENE & HALTEMAN
P.O. Box 1538
Bangor, ME 04402-1538

1 (This meeting was taken before Heather M.
2 Williams, a Notary Public in and for the State of Maine,
3 at the Eagle Lake Elementary School, Eagle Lake, Maine,
4 on Friday, February 18, 1994, beginning at 7:00 p.m.)

5 *****

6 CHAIRMAN DUMONT: Bonsoir et bienvenue tout le
7 monde. C'est un grand plaisir d'etre ici avec vous ce
8 soir pour cette reunion de la Commission pour la
9 Conservation de la Culture Acadienne de L'etat du Maine.

10 Good evening, ladies and gentlemen. It's a pleasure
11 to welcome you here this evening for this meeting of the
12 Maine Acadian Culture Preservation Commission.

13 I'd like to call the meeting to order at this time
14 and recognize the Commission members present, beginning
15 with Judy Paradis, and Earle Shettlesworth, Sandy Ives,
16 John Martin, and myself, Richard Dumont. I'm Chair of
17 the Commission.

18 We do not have a quorum this evening. But that will
19 not deter us from getting some work done. We simply will
20 not take any formal action. We won't have any voting on
21 any particular measures this evening.

22 We do have some work to be done, though. And we'll
23 be moving along with that.

24 I will, as Chair, though, certify that I have
25 reviewed and that I accept the transcript of the meeting

1 of the Commission which was held on November 17, 1993, at
2 Frenchville.

3 And I want to also remind individuals that a full,
4 complete copy of the transcript is available at the
5 Acadian Archives at the University of Maine at Fort Kent,
6 as well as the libraries in Fort Kent, Madawaska, and Van
7 Buren, and at the high school library in St. Agathe.

8 We will wait for the approval of the summary report.
9 And the -- on our agenda, I'm reading from our agenda
10 this evening, the review and approval of the November 17
11 summary report. We will forego that until we have a
12 quorum.

13 Similarly, we will forego the approval of the annual
14 report for the 1993 fiscal year.

15 So we'll move right ahead with the report of the
16 working group on Cooperating Organizations.

17 That -- that working group had a meeting earlier on
18 this week discussing matters pertaining to partnering and
19 cooperative agreements and criteria. And Victor Konrad,
20 who chairs that group, Commissioner Konrad, had to be on
21 the West Coast this evening in connection with his work
22 responsibilities. And so I've asked Bruce Jacobson, who
23 was a part of that meeting, if he would do the report on
24 behalf of Victor.

25 MR. JACOBSON: Thank you. I certainly will.

1 Members of that committee are Dr. Dumont, Victor
2 Konrad, and Judy Paradis.

3 And perhaps I'll stand so I can talk to both groups
4 here.

5 The charge -- or one of the responsibilities of that
6 group would be -- was to identify criteria that would be
7 used for selecting partners, partnerships between the
8 National Park Service and entities in the Saint John
9 Valley and other Maine Acadian cultural groups.

10 And one of the things that we soon discovered was
11 that the criteria that you might apply to a partner
12 depends on the type of partner and the type of
13 partnership you're entering into.

14 And so as a result of our discussion at that
15 committee meeting, we thought it would be helpful to try
16 to describe some of the different types of partnerships
17 that we might get involved with as we implement the Maine
18 Acadian Culture Preservation Act.

19 So I have some handouts for the Commission members.
20 And I'll go through this so that everybody will
21 understand what we're talking about.

22 From the first point is that when we're talking
23 about partnerships, it's really hard to know what exactly
24 we are talking about. It's a very broad concept.

25 And in the past when the Commission particularly has

1 talked about partnerships, we've talked about cooperative
2 agreements, we're going to do a cooperative agreement
3 here, we're going to do a cooperative agreement there,
4 we're going to do a cooperative agreement.

5 And in the Federal Government, a cooperative
6 agreement means a specific type of a relationship between
7 an individual or an organization and the Government. And
8 so I thought that when we start to refer to all of these
9 types of partnerships as cooperative agreements, it's
10 going to get confusing when you start to talk with some
11 of my cohorts in our Boston office or Washington office.
12 They're going to think you're talking about something
13 entirely different.

14 So I guess today is a little primer on the -- on
15 some of the intricacies of the federal bureaucracy.
16 Doesn't that sound exciting?

17 But I think as a part of doing that, we will
18 illustrate some of the types of relationships we might
19 enter into.

20 And I'm trying to keep this simple. And so as you
21 read the handout, understand that this is my summary of
22 some very lengthy documents that I reviewed.

23 I guess the first place to start is that cooperative
24 agreements is one of the types of relationship we might
25 enter into. And in fact, if you look at the Maine

1 Acadian Culture Preservation Act, which is the -- really
2 our guiding document for this entire project, it says
3 that the Secretary, meaning the Secretary of the
4 Interior, which means the National Park Service, because
5 we are part of the Department of Interior, Secretary is
6 authorized after consultation with the Commission to
7 enter into cooperative agreements with the owners of
8 property of natural, historical, or cultural significance
9 associated with the people of the State of Maine.

10 So it's very clear that one of the types of
11 activities that we might get involved with are
12 cooperative agreements.

13 But cooperative agreements are a very complex
14 document. It's the kind of a document that the National
15 Park Service has with the Maine Historic Preservation
16 Commission Office in the State of Maine. It's the type
17 of document that the National Park Service has with the
18 University of Maine System.

19 They are documents that generally go for a length of
20 time, five years or so, and are updated every year. And
21 it's a legal instrument. It's binding on both parties.

22 And there's two major characteristics of a
23 cooperative agreement. And that is that there's some
24 value transferred, so there's either money exchanged c
25 some other service is exchanged as a result of the

1 agreement, and that that exchange is to support a public
2 purpose that is somehow related to federal legislation.

3 So it has a public purpose. There's an exchange of
4 value for public purpose.

5 And the second major characteristic of what we're
6 going to call a cooperative agreement now, so we're all
7 talking about the same thing from now on, we're going to
8 be talking about this kind of a legal document that also
9 has substantial involvement in the National Park Service.
10 So it's something where the National Park Service, the
11 manager of the National Park Service will be in
12 cooperation with Organization A. And after they get into
13 that agreement, Organization A doesn't go off and do
14 their thing and hire people and carry on the project and
15 then come back and say it's all done.

16 In a cooperative agreement, the National Park
17 Service will say, well, who are you hiring, we want to be
18 involved in that process. We would like to be able to
19 have checkpoints along the way and say no, wait a minute,
20 we'd rather go this direction rather than the direction
21 you were headed.

22 So the Park Service will have "substantial
23 involvement", and those are key words. The Park Service
24 will have substantial involvement in the cooperative
25 agreement. And there will be an exchange of value for

1 public purpose.

2 So if for instance it was to be an action where the
3 Park Service, the Government was benefiting, but not the
4 broad, you know -- obviously everything we do benefits
5 the public. But if it was to acquire writing pads, okay,
6 public doesn't really benefit from that, only in a very
7 indirect way. And so that would not be an activity that
8 would be subject to cooperative agreement, because the
9 public does not have direct benefit.

10 Some examples of cooperative agreements would be the
11 one that's in the law. We might enter into a cooperative
12 agreement with the owner of a historic structure. And
13 that's -- you can imagine that to be a very long-term
14 process. We're talking about preserving a historic
15 structure for, you know, for the future generations.

16 And so that would be a very complicated document,
17 would talk about how the building would be protected,
18 would talk about whose responsibilities were different
19 actions.

20 And would the Park Service have anything to say
21 about how that building would be used over the next five
22 or ten years? Yes. Because we have substantial
23 involvement in any activity that's subject to a
24 cooperative agreement. Okay.

25 I think that's cooperative agreement. Okay.

1 There's two pages of these, by the way.

2 An interagency agreement, pretty simple, right,
3 between National Park Service and another agency of
4 Government. And it's -- usually there's no money
5 involved. We're just exchanging some services or
6 something.

7 So how could that apply to the Saint John Valley?
8 Would we ever enter an interagency agreement? Well, we
9 already have. Because we entered into an interagency
10 agreement with the Library of Congress, the American
11 Folklife Center. You recall there were Folklife
12 researchers in the Valley who did the research for the
13 report that we're preparing. And that was an interagency
14 agreement between the National Park Service and the
15 Library of Congress. So yes, that's a type of
16 partnership that we might use.

17 Another kind of a relationship that we might get
18 involved with would be a memorandum of understanding.
19 And this is a type of a relationship that -- an MOU.
20 Come on, you got to get with the lingo. An MOU.

21 And this would be an understanding that we have
22 between a state, such as -- a state agency like the Maine
23 Historic Preservation Commission or the University System
24 or any other part of the State. Might be a local
25 government. Any of the towns, Eagle Lake, Madawaska, Van

1 Buren -- now I have to say them all -- Frenchville, Saint
2 Agathe, Fort Kent, or any other town in the Valley.

3 But this isn't an agreement. A memorandum of
4 understanding just means we understand what we're going
5 to do together. We're moving towards a common goal, but
6 we're not exchanging any funds to do that.

7 So that's one of the things that distinguishes a
8 memorandum of understanding. Okay.

9 Well, then there's another thing called a memorandum
10 of agreement. And that's when we get money. Okay. We
11 agree that we're going to do this and you're going to pay
12 us to do it. We might have some expertise. I didn't
13 write that one down.

14 Another type of an agreement that we might enter
15 into would be a contract. And this is a type of a -- you
16 know, it's a procurement of goods or services by the
17 National Park Service. We might purchase it, we might
18 lease it. And this is to directly benefit the
19 Government.

20 And that's the kind of a situation where we might go
21 out and buy note pads, or we might consign with a -- or
22 contract with a photographer or a graphic artist to do
23 some work for us. Okay.

24 In that kind of a situation, we don't have
25 substantial involvement. You know, we say we'd like 25

1 photos to show the historic buildings in the Saint John
2 Valley, here are some ideas. And then how much is it
3 going to cost? We just ask them to come back when the
4 job is done. Okay. We don't have substantial
5 involvement.

6 And this is interesting -- this can be involved --
7 you can be involved in a lot of different contracting
8 kind of relationships. And in fact, the Maine Acadian
9 Culture Preservation Act says the National Park Service
10 may contract with public and private entities for the
11 operation of the center, the cultural center.

12 So this again is a type of partnership relationship
13 that is specifically spelled out in the Act, which is
14 guiding our entire operation here.

15 No substantial involvement by the National Park
16 Service during the performance of the activities.

17 Okay. Then we could get involved in grants. Maybe
18 the Park Service would make grants to an organization in
19 the Valley to fund a study classroom kit. Or perhaps
20 there would be a grant made to the National Park Service
21 to help us carry out -- carry out our function from a
22 foundation.

23 And for instance, at Acadia National Park, we
24 receive grants from the Park Foundation, from the Eastern
25 National Monuments and Parks Association. We receive

1 grants from many different private foundations in order
2 to fund our operation at Acadia National Park.

3 So that is a way that we work in partnership with
4 others.

4
5 Private donations is another way that we could work
6 in partnerships with individuals and groups in the
7 Valley.

8 Again, as an example, at Acadia National Park, when
9 you go to Acadia National Park Visitor's Center, there's
10 a lobster trap sitting there with a little slot in the
11 top. And we ask folks to help us support the operation
12 of Acadia National Park, and we get several thousand
13 dollars a year by people just dropping money into that
14 lobster trap.

15 So that's another kind of a relationship or
16 partnership that we might have.

17 Or we might have an individual who would make a
18 donation to fund a specific exhibit. And it might say --
19 and there might be a little plaque at the bottom, that
20 this was contributed by So & So.

21 Another -- one of the things I meant to mention when
22 we were talking about grants to the National Park
23 Service, it might be from a foundation, but it also might
24 be from a corporation. Again, within the Park Service
25 we're involved in a lot of activities where corporate

1 entities help us do our job by giving us money or giving
2 us materials.

3 Another recent example in Acadia National Park is
4 Dow Chemical has funded our recycling program in the park
5 for the last two or three years. Hasn't cost the park a
6 thing. Dow Chemical has come in and set up recycling
7 bins all over the park, paid people to come in and
8 collect them, sort all the material. We know what kinds
9 of things people are throwing away and what kinds of
10 things people are recycling at Acadia National Park as a
11 result of that contribution from a corporate entity.

12 There's private donations, I mentioned. Just
13 co-sponsorship. We might say that we're going to
14 cooperate with an organization for an event, such as a
15 lecture series.

16 Volunteers might give us time. And that's another
17 kind of a partnership.

18 And then there's another category of partnerships
19 that I've shown on the handout. And this is a really
20 important one.

21 Really, our imagination -- well, it's not the only
22 limit, because there are federal laws and other laws that
23 we need to conform to. But there's a lot of other types
24 of relationships that we can develop as well. And I
25 think that's -- you know, we don't have to be bound by

1 anything that's on this page.

2 I guess the point of the -- putting together this
3 whole list was just to illustrate that when we talk about
4 partnerships, we can't call them all cooperative
5 agreements. We got to start thinking about the types of
6 partnerships that we might enter into.

7 Okay. So if those are the partners, partnerships,
8 rather, who are the partners? Well, there's the National
9 Park Service, okay. And so the National Park Service can
10 cooperate with other federal agencies. We've already
11 done that.

12 Might be other agencies within the Department of
13 Interior. Or might be a totally different bureau of the
14 federal government.

15 State and local government. And that could be any
16 agency of the State, any of the towns or the County or
17 any townships, any councils of government, any agreement,
18 inter-town agreements, or regional entities that are
19 created as a result of a subdivision, of operating in a
20 subdivision in the State of Maine or any type of a
21 special district.

22 So we can work with those groups as partners.

23 And then there's nongovernment organizations, 501C3
24 organizations, charitable organizations, educational
25 organizations, international organizations. There's that

1 whole group of kind of nonprofit, not for profit,
2 nongovernment organizations.

3 And also the partners included on our list of
4 partners are private entities, individuals. It might be
5 an individual who owns -- or a family who owns a -- an
6 historic structure that we could enter into a cooperative
7 agreement with.

8 And for-profit organizations might also be included,
9 too. It's not only nonprofit organizations.

10 So those are some of the partners we might be
11 involved with. And on your handout that I've given you,
12 I've listed some of the types of these partnerships we
13 might be involved with with each of those partners.

14 So that brings us back to the question of criteria.
15 And as you can see, if you're developing criteria for a
16 cooperative agreement, it's going to be a much different
17 criteria than if you're trying to get volunteers to come
18 into the school.

19 And so that I think when we kept -- that's why we
20 kept getting bogged down on what are the criteria.
21 Because we were talking about so many different kinds of
22 relationships.

23 However, we have at previous meetings, the committee
24 did recommend to the Commission at the previous meeting
25 some basic criteria. And just like to list -- reiterate

1 those, just to refresh our memories.

2 One would be that the entity that -- that is the
3 potential partner has adopted or is in concert with the
4 mission of the project. Okay. Another would be that
5 there is clearly public benefit that would result from
6 the partnership. You know, we're going to get something
7 out of this that we'll be able to give back to visitors
8 or to residents of the Valley.

9 Two, that there's some capability of the partner to
10 do what they say they're going to do.

11 If it's a small volunteer organization that wants to
12 take on a \$100,000 project, and up to this point their
13 budget has only been \$1,000 a year, we're going to have
14 to really look closely to make sure they have the
15 capability to do that. It may be that they do. Maybe
16 their board is made up of really strong financial
17 managers and organizers and they can do it. But they
18 have to be able to demonstrate that they do have the
19 capability to enter into whatever type of partnership it
20 is.

21 And the other criteria that was identified in the
22 past was also some ability to make a monetary
23 contribution. You know, we've used 50 percent because
24 that figure is in the legislation, 50 percent of
25 nonfederal funds for some specific activities in the --

1 that are mentioned in the Act.

2 But the committee has not said that it would require
3 50 percent. We just ask that there would be some
4 contribution of some monetary value.

5 So again, if you think back to some of the types of
6 partnership arrangements we talked about, not every
7 individual that we're involved with in this project is
8 going to need to meet even all of these criteria.

9 For instance, if we're hiring a graphic designer, we
10 may not care if they really buy into the mission. All we
11 may really care about is that they're a great graphic
12 designer, or a really good photographer.

13 So in that kind of an instance, we might use a
14 contract, just a regular procurement. Buy their
15 services. As long as they meet all the other
16 requirements of a federal procurement, fine, you know, we
17 don't care if they're in the mission.

18 So even all of the items that I mentioned earlier,
19 the contracts, the memorandum of understanding, grants,
20 may not have to have agreement on all of these criteria.

21 So that essentially -- that is essentially what the
22 committee came up with.

23 So you can see that we're not that much farther
24 along on the criteria. But I think that the committee is
25 farther along on defining, you know, what the problem is

1 and what the issue is.

2 And for illustration, I thought I might just go back
3 to the cooperative agreement. Because that's one of the
4 most formal types of arrangements we'll get involved
5 with.

6 And I thought I just might reiterate some of the
7 criteria that are required for a cooperative agreement,
8 just to get a sense of some of the things that the
9 Federal Government is going to look to when trying to
10 enter into a cooperative agreement.

11 First, there must be financial management systems
12 that provide for accurate, current, and complete
13 disclosure of the financial status of the agreement.
14 There must be records that adequately identify the source
15 and the application of funds, where are they going.
16 There must be accountability of the funds and other
17 assets that are used. There have to be accounting
18 records, internal audits.

19 You know, there has to be some mechanism so we know
20 the money is spent where it's going to be spent. And
21 also reporting of that auditing.

22 Also -- and I went through a long, you know, several
23 pages of requirements for cooperative agreements and
24 pulled out a few other requirements. The organization
25 or entity, it might be an individual, must possess legal

1 authority to apply for and accept the agreement. They
2 have to be a legal entity that can enter into the
3 contract or the agreement. Must comply with the Civil
4 Rights Act of 1964.

5 Establish safeguards to prohibit employees from
6 using their positions for a purpose that is or gives the
7 appearance of being motivated by a desire for private
8 gain for themselves or others, particularly those with
9 whom they have family business or other ties.

10 They must assist the National Park Service in our
11 compliance with Section 106 of the National Historic
12 Preservation Act. They must comply with the Clean Air
13 Act of 1970. Must comply with the Freedom of Information
14 Act. Must comply with the Fair Labor Standards Act,
15 which requires the payment of a minimum wage for all
16 covered employment, and the payment of overtime.

17 Have to comply with the Hatch Political Act of 1940,
18 which prohibits state and government officials whose
19 salaries are paid in part from federal assistance funds
20 from running for political office.

21 I'm not going through all this to scare you. Okay.
22 That's not the intent. I'm hoping not to bore you,
23 either.

24 I'm just trying to set some of the framework, you
25 know, kind of the monster we're dealing with here. It is

1 the federal government.

2 MR. MARTIN: You didn't answer the question.

3 MR. JACOBSON: What was the question?

4 MR. IVES: Can they walk on water?

5 MR. JACOBSON: I think that's at the bottom.

6 So with that introduction, I wonder if -- the
7 committee had asked if I would raise a question to the
8 Commission as a whole, that is, in addition to these
9 criteria which were mentioned by the committee already,
10 can you suggest any additional criteria that are kind of
11 overarching, in addition to mission, public benefit,
12 capability to perform, and some kind of financial
13 contribution?

14 CHAIRMAN DUMONT: Don't look at me. I was on
15 the committee. If I had another, it would be -- it would
16 be number five.

17 MR. JACOBSON: Any other ideas from the
18 Commission?

19 Well, I guess, then, that concludes the committee's
20 report.

21 CHAIRMAN DUMONT: Thank you, Bruce.

22 MR. JACOBSON: Could I just interject one item
23 which I forgot?

24 I did want to introduce Steve Perrin. Many of you
25 who come to these meetings are used to seeing Leslie

1 Jones accompany me. She is, unfortunately, in Italy
2 right now.

3 CHAIRMAN DUMONT: Unfortunately for --

4 MR. JACOBSON: Us.

5 CHAIRMAN DUMONT: Yes.

6 MR. JACOBSON: And -- so she's on leave and is
7 not able to attend. She will be at the next meeting.
8 And in her stead, Steve Perrin has joined us.

9 And actually, this is a good example of a partner
10 right here. This is one of our partners. Steve is a
11 volunteer for Acadia National Park. And so he is up here
12 because he's interested in what's going on. And he's
13 here volunteering his time.

14 And one of his missions tonight is to help me hang
15 things on the wall. And also Steve is a trained and has
16 been a professional photographer. So he can also take a
17 few pictures.

18 And that's one of his missions in the Valley during
19 this trip. So thanks, Steve.

20 CHAIRMAN DUMONT: That reminds me, I also
21 didn't introduce Bruce in his other capacity here this
22 evening. He's representing Bob Reynolds, who's a
23 designated federal officer to the Commission.

24 And incidentally, some of you may have read in the
25 press that Bob Reynolds will be leaving Acadia National

1 Park and going to -- is it Colorado?

2 MR. JACOBSON: Yes.

3 CHAIRMAN DUMONT: So presumably we will have a
4 replacement sometime within the next X number of months.

5 MS. PARADIS: Who has not been named yet.

6 CHAIRMAN DUMONT: No. I don't think so.

7 MR. JACOBSON: Right.

8 CHAIRMAN DUMONT: Thank you, Bruce.

9 Don't get too comfortable, because the next item on
10 our agenda is the report of the National Park Service
11 Planning Team.

12 MR. JACOBSON: I can do that.

13 To further elucidate on what Dr. Dumont has said,
14 Bob Reynolds has accepted a position as Associate
15 Regional Director for the Rocky Mountain Region of the
16 National Park Service. So he'll be moving to Denver,
17 Colorado. In his stead, Len Bobinchock,
18 B-O-B-I-N-C-H-O-C-K, will be acting superintendent at
19 Acadia National Park and will be acting in the role as
20 Designated Officer of the Commission.

21 I have several items to report to you this evening.
22 And then wanted to talk specifically about some parts of
23 the alternatives that we're developing.

24 Acadian Culture in Maine, the report to Congress
25 being laid out by our graphic designer. So I should get

1 that back within a week or so. It will then go down to
2 Washington for policy review, come back to me, send it to
3 the Government printing office, who will print it, and
4 then the National Park Service will send it to the Office
5 of Management and Budget, who will send it on to
6 Congress, and then Congress will release it.

7 So that's when you can expect to see it.

8 MS. PARADIS: Next year.

9 MR. MARTIN: We won't get it before July,
10 right?

11 MR. JACOBSON: I'm hoping June. Yes, I think
12 June is kind of my optimistic hope.

13 THE SPECTATOR: Of this year?

14 MR. JACOBSON: Yes.

15 I would remind the Commissioners of the information
16 we sent on travel and travel authorizations and the need
17 to acquire authorization.

18 MR. MARTIN: They haven't paid for a year ago.
19 Give me a break.

20 MS. PARADIS: Takes a year, too, for expenses.

21 MR. JACOBSON: Yes. Takes awhile.

22 The other thing I wanted to mention was that in the
23 October newsletter, we asked organizations to suggest
24 topics for technical assistance and invited organizations
25 to come to our last meeting in Frenchville. And we had a

1 good turnout at that meeting. And I was really pleased
2 that folks did share their needs with us.

3 And the latest edition, if you haven't picked up the
4 latest newsletter on your way in, I'll pass a few copies
5 around, this is the February issue, which lists some of
6 the results from that request for -- for ideas.

7 In fact, one of the -- our headliner just walked in,
8 Chad.

9 Other folks did speak at this meeting. And we did
10 not report everyone's words. There's a little -- we
11 tried to cover that by saying suggestions were also made
12 by Maine Acadian Culture Preservation Commissioners and
13 other individuals.

14 So there were other people who spoke at the meeting,
15 but these were the organizational representatives who
16 listed ideas of how the Park Service might be able to
17 help them.

18 But also note that the Madawaska Historical Society
19 at the same meeting, you may recall, offered its
20 assistance to the National Park Service for cultural
21 center and other use of their facilities.

22 So there was kind of a two-way exchange. In this
23 newsletter, we only reported those folks who asked for
24 our assistance, rather than offering assistance.

25 One of the things that I found promising was that as

1 a result of this newsletter, which many of you received
2 probably last week, we received a letter from California.
3 And I would like to read that letter. In fact, it's been
4 requested that I read that letter by the author, who is
5 Louis Dubay, from --

6 MR. MARTIN: Van Buren.

7 MR. JACOBSON: Van Buren, but also San
8 Francisco.

9 (Quote of Letter)

10 To the Maine Acadian Culture Preservation
11 Commission. Attention, Mr. Jacobson.

12 Ladies and gentlemen, unfortunately, I cannot be at
13 your meeting of February 18 at 7:00 p.m. As a matter of
14 fact, I have not had the pleasure and satisfaction of
15 attending any of your meetings because notices may arrive
16 after the date or with no time to get there. This time,
17 the following item in the current PROJECT UPDATE so
18 energized me that I sought out your fax number so as to
19 have this message entered into the public comment period
20 of the meeting.

21 MR. JACOBSON: And then he uses a quote from
22 the newsletter.

23 "I would love to see the artist gallery floor get
24 dirty with paints, or, you know, the artist in residence
25 for a couple of weeks. All these artistic abilities have

1 died. But maybe we could at least make what we have come
2 more alive or worthwhile."

3 He continues.

4 I had the same idea in mind when I donated a small
5 art museum to Notre Heritage Vivant. Named for my
6 mother, Emma Levasseur Dubay, who lived at Hamlin where I
7 was born and was an outstanding artist making craft
8 articles such as bead embroidered felt wall hangings,
9 beautiful hooked rugs, and hats for which she was very
10 well known. She was equally well known for her musical
11 ability, being the church organist and playing for all
12 social events requiring music.

13 I don't know who might have made this statement
14 above to which I refer -- and I'll just interject that it
15 was Ann Parent Roy, from the Acadian Village -- but I
16 imagine that it would be Don Cyr. Good for whoever did
17 it, and my suggestion is that at least a two-week artist
18 in residence program be provided at the Museum just
19 referred to at the paragraph above.

20 When I designed the building, I designed a small
21 space at the rear with a drawing table with drawer for
22 artists use in mind. Like the commentator cited, I also
23 would love to see the floor get dirty with paints than
24 for the Museum to remain a less vibrant and stimulating
25 place than it would become with a summer art program. As

1 an artist myself, I have no objection to paint on the
2 floor. Or it can be cleaned up as they go along.

3 Again, I agree with the commentator that the kind of
4 home art that was widely practiced in the 1910 to 1925
5 period that I was there, well maybe have not died,
6 because I see some nice examples when I visit in the
7 summer. But certainly they could be stimulated. I write
8 these lines in the hope that it will stimulate a move in
9 the direction of an artist in residence program at the
10 Emma Levasseur Museum at the Acadian Village. And with
11 the hope that this comment will be incorporated into the
12 public comment period of the February 18 meeting.

13 Sincerely yours, Charles V. Dubay. Fax to Acadia
14 National Park. Copy to Ann Roy.

15 MR. JACOBSON: So I take that as encouragement
16 that when we talk about activities in the Saint John
17 Valley being exported and reaching folks who have
18 connections to the Valley and other places, this is
19 physical evidence that the word is getting out and that
20 people are interested in what's going on in the Valley.

21 If you look at the newsletter, we tried to summarize
22 the responses we got. And as I look through the letters
23 and the comments from the last meeting in Frenchville, it
24 occurred to me that there were two main areas that people
25 were asking for assistance in. And those two areas were

1 photo collections, photographic collections, and
2 architecture.

3 And so we've developed an idea that I wanted to
4 share with you all this evening, both with the
5 Commissioners and with the public, and get your response
6 and see if we can develop these ideas further.

7 And that would be to develop a workshop on both of
8 those topics. To conduct a seminar on historic
9 structures, historic architecture in the Saint John
10 Valley. And to conduct a workshop on caring for
11 photographic collections. That these would be offered to
12 organizations as well as individuals in the Valley who
13 might be interested in learning about both these topics.

14 And on the historic architecture workshop, we
15 wouldn't really look -- we need not look any farther than
16 the end of the table to see the historic preservation
17 officer who has responsibility for historic structures
18 throughout the State of Maine, and that's Earle
19 Shettleworth.

20 And so been in touch with Earle's office.

21 Earle, maybe we might just give a brief idea of the
22 kinds of things that we were talking about.

23 MR. SHETTLEWORTH: Well, I think we were going
24 to take a double-edged approach, Bruce, in that we wou'
25 want to have a series of days set aside for this,

1 probably in the early fall. And it would be a
2 combination of both seminars on specific topics, probably
3 on building types like maybe barns, churches, homes, try
4 to get people who have special expertise in those
5 particular areas to give slide talks and then open them
6 up to discussion.

7 And then at the same time also bring in some
8 expertise to help actual site visits to some of the key
9 historic sites, with people being able to come along and
10 discuss the building, spend two or three hours just
11 dissecting the building at the site, so to speak.

12 So it would be both hands-on and also classroom
13 experience at the same time. And try and do it over a
14 three- or four-day period.

15 MR. JACOBSON: So I guess I would ask the
16 Commissioners their response to that kind of a concept.

17 MR. MARTIN: Why not?

18 MS. PARADIS: Hey, that -- that would be one of
19 the most positive things we could do right now. Because
20 everybody has a collection.

21 MR. MARTIN: Pictures.

22 MS. PARADIS: Yes.

23 MR. SHETTLEWORTH: And buildings, too.

24 MR. JACOBSON: Now, these activities would be
25 focused on the buildings, on the historic structures of

1 the Valley.

2 And that was one of the things that folks really
3 asked for, was we have a building that we think is not
4 presented accurately, or we have a building that we think
5 is falling down, and how do we preserve that structure.

6 So this would be something that we might do in the
7 fall, as Earle mentioned, bringing in experts from within
8 the State and perhaps from with outside the State, as
9 well.

10 MR. SHETTLEWORTH: I think there again, Bruce,
11 we can draw upon the National Park Service System.
12 Because in addition to the people on my staff, there are
13 also excellent people in the Boston and in the
14 Philadelphia and in the Washington office who we might
15 draw upon from the National Park Service.

16 MR. JACOBSON: So I guess there's a lot of
17 folks out there who can help.

18 In order to make this happen, it's my thought that
19 we would work with a local cooperator to help organize,
20 and you know, get the publicity out, perhaps handle
21 registration, handle local logistics.

22 So I guess I'm putting a call out tonight to see if
23 there is any organization in the Valley who might be
24 interested in helping to organize such an effort. And if
25 you are, see me afterwards, or get in touch with me. My

1 phone number is on the newsletters.

2 The other topic of photographic collections is
3 another thing that if you look at the newsletter you'll
4 see people are interested in caring for their photos.
5 Because a photo is worth a thousand words, as they say.

6 And we have the same kind of a concept here, where
7 we would bring an expert to the Valley and have that
8 person work with local collections, describe how to
9 manage those photographic collections so that they'll be
10 maintained for the long term.

11 You probably won't get involved in the detail of
12 restoration, you know, because in a day we wouldn't be
13 able to get into all of that. People spend their
14 lifetime studying those topics.

15 So it would be an overview of how to manage your
16 photographic collection.

17 And we're thinking of trying to do this in perhaps
18 the late spring or early summer.

19 And again, were looking for an organization or
20 individuals to help us who have expertise in the care of
21 collections. And one of the -- one of the organizations
22 that I thought of immediately was the Acadian Archives.
23 And so Lisa is here this evening. And I don't know if
24 you wanted to say anything about some of the
25 conversations we've had regarding this kind of an effort.

1 And I also add that the Acadian Archives has offered
2 to help us organize this kind of a workshop.

3 Any thoughts, Lisa?

4 MS. LISA ORNSTEIN: Well, I think that a
5 workshop like that would be very welcome in the Saint
6 John Valley.

7 Virtually every historical society has a photograph
8 collection. In addition, there's an awful lot of
9 families who are keeping a lot of the history of their
10 family through family photograph albums. And I think
11 that some real practical advice that can -- that's
12 useable advice would be extremely helpful for preserving
13 images that are very eloquent and help to preserve an
14 important part of the history of the Valley.

15 I want to mention that the Society of Maine
16 Archivists, which is a State association of folks who
17 were in the archiving field, are going to hold their
18 spring workshop at U.M.F.K. this year in April. And
19 among other topics in their sessions, they will be
20 offering some information about the care of photographs.

21 And so I think that a workshop that would be devoted
22 specifically to photographs could really piggyback on
23 that first meeting, where needs could be clearly
24 identified and then addressed in a follow-up session that
25 would be specifically devoted to it.