

9-9-1999

Wallace, Dana E. oral history interview

Andrea L'Hommedieu

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Interview with Dana E. Wallace by Andrea L'Hommedieu

Summary Sheet and Transcript

Interviewee

Wallace, Dana E.

Interviewer

L'Hommedieu, Andrea

Date

September 9, 1999

Place

Brunswick, Maine

ID Number

MOH 150

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Biographical Note

Dana Edmund Wallace was born in Lisbon, Maine in 1917. He participated in track and field in high school, and attended Bates College, class of 1939. Dana taught for several years before three and a half years of service during WWII as a meteorologist in England. In 1946 he became the assistant research director of the Sea and Shore Fisheries Department in Maine. He was co-chair, Biology Committee, Atlantic States Marine Fisheries Commission, and served on the Clam Council as well.

Scope and Content Note

Interview includes discussions of: Bates College; Maine Legislature 1946-1949; Muskie as governor; environmental protection; Clean Water Act; Harry Rowe; Depression era Lisbon and Central Maine; Brooks Quimby and debating; Frank Coffin; National Youth Administration; Bob Kinney; recollections of bombing in WWII England; Wallace's unit during WWII was brought back to the U. S. to be trained to go to Japan for the first wave of attacks before bombing of Hiroshima and Nagasaki; and the Department of Sea and Shore Fisheries established in 1895.

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Transcript

Andrea L'Hommedieu: This is an interview on September 9th, 1999 in Brunswick, Maine at the home of Dana Wallace; this is Andrea L'Hommedieu. Mr. Wallace, could you start by spelling, saying and spelling your full name?

Dana Wallace: Pardon?

AL: Could you say and spell your full name?

DW: All right, my full name is Dana, D-A-N-A, E-D-M-U-N-D, Edmund, Wallace, W-A-L-L-A-C-E. [Bates College, class of 1939]

AL: And where and when were you born?

DW: Well I was born up the road a piece I guess, I should say, I was, in Lisbon. And we're in Brunswick now, and that isn't very far as you know from Lewiston. And it's the, actually it's the town just below Lewiston, coming south toward Brunswick here. I was born in a small farm just on the edge of the village. And then a couple of times we went off to other bigger farms and then came back there and that sort of thing. And this was 1917, right in WWI times, and I of course therefore grew up in the '20s, and then of course while I was at Bates in the '30s. At that period of time I was in Lisbon.

And very early on, of course, from a small town and a small farm and that sort of thing, we did all kinds of things; the culture was a lot different than it is today. We had the whole run of the town, anywhere you went on bicycles, and we did all that sort of thing. And in wintertime you skated and you skied and you played hockey, and in the summertime you swam. And schools were smaller, the high school there was less than a hundred people. And it was wonderful because it was just a great environment to grow up in. And we had real good teachers I always considered, and I think it proved out to be so. And we had quite a number from Bates, and it was some of those from Bates that I think probably was most influential in the things that I did.

A case in point would be Fred Dingley [Fred R. Dingley, Bates class of 1930] who came out of Bates in '31[sic '30], graduated there, and came directly down to Lisbon High School and was the chemistry and science teacher. And at that point I was in the eighth grade, the seventh and eighth grade was there in the high school. I was there in the eighth grade and we had been running, we had been running in track and having impromptu track meets since I was born practically. Because we had no baseball there in Lisbon, baseball as a sport, but there was always a little track team.

And ahead of me, about eight years ahead of me actually, seven or eight years ahead of me, had some boys that did exceptionally well in the state competition and everything else, and it was just a small group. And so when I was growing up we held track meets informally. And I grew up off of Main Street in Lisbon, right across, right near a cemetery and we ran laps up there and we did all that sort of thing. I'm saying when I was seven, eight, nine, ten, eleven, twelve, in that period there, and everybody did every event. We made believe a rock was a shot put, and you did all the events. So when I got in high school, as most of my other classmates did too, we did all the events. I ran the quarter, the half, the mile, high jump, pole vault and broad jump, every track meet, from the time I was a freshman and so forth. So that was our athletic background.

Fred Dingley was particularly important, I guess, in my whole life because when we were in the eighth grade, of course the French Canadian background kids were mostly there, most of my friends were French Canadian boys, and everybody smoked. I was smoking when I was five years old, and everybody smoked. You didn't get much tobacco, you see, but you took corn silk and leaves and all kinds of things. Well, Fred could smell when we were smoking and he said, "You kids are smoking now and you know that isn't going to be good for you", he said, "and a couple of things", he said "number one you will never do so well athletically, it's going to

interfere with your lungs". And then he said, "furthermore you'll probably, if you continue smoking die of lung cancer". And that was in 1931 that he said that.

And two of those boys who had to leave school, as was the custom with French Canadian people for the most part, they left school at the end of the eighth grade and went to work. Families were large. One of my friends, one of my classmates had a family of sixteen, and other families of ten, twelve, whatever. And the older people just had to go to work to help to support the younger ones, and they'd go as far as the eighth grade and that was it. Well, two of those boys did die of lung cancer, my very good friends. Well of course, that scared the hell out of me, really. I quit smoking. I haven't smoked since.

And now Fred Dingley, incidentally, left that school and went to other little schools. And then he was headmaster for many, many years up to Lincoln Academy and, no, no, no it wasn't Lincoln. It's up in the town of Lincoln, that isn't the name of the academy. Anyhow, he was there for many, many years. And actually when I was coaching, (jumping forward) when I was coaching up in Presque Isle, I remember him coming to one of our cross country meets and taking pictures of my team, and that sort of thing. And he has run all his life, he's taken workouts all of his life. He's eighty-nine or ninety now and he's walking and dog trotting now, same as I am. And so he was that sort of an influence (I cite that, you see).

And then we had several English teachers who came from Bates. And also we had, then going along a little bit after him, a couple years after him, Jeffrey Lind [Ragnar G. Lind, Bates class of 1930], who became a movie star. And at that time he was a regular Lind, L-I-N-D, and then adopted this movie name, his performing and so on and so forth. And he was a very top flight track man at Bates and worked very hard in cross-country; he worked us very, very hard. I remember one hill there, White's Hill in Lisbon, where for a training program we'd go over and just sprint up it just as fast as we could, and then dog trot down. Sprint up it again and down and up again until we couldn't see, practically, and that sort of thing. So we had good, a good athletic track background, and played hockey in the wintertime. We had a hockey team and so forth and so I was all wound up in sports.

And we had a principal who was a tremendous guy. He wasn't from Bates, he graduated University of Maine, but he had an extens-, he had a sort of a system where, when you came in to the school he had a conference with you, when you came over from the so-called "baby school" and came over there. And he followed all along and was interested in what you were going to do for a career, and he had books on careers and all that sort of thing.

And then we had a big house there in Lisbon (*unintelligible phrase*) and so we had teachers who boarded there each year, pretty much all through the years. And that, my mother thought that we needed, my sister and I just, it would be a good influence, and also the money. At that point, to give you a sense of what things cost, board and room in that sort of situation was a dollar a day. And of course we had a small farm, so we had cows and, we had a couple of cows and we had beef critters that we had to butcher to eat and we had pigs and we had hens, and so. And then we had a big, big garden so my mother canned everything and that sort of thing. So I can remember my mother saying that for a dollar a day that she got from the teachers' board she could feed us. That was the only thing that she had to buy at the store, a dollar would cover it, and that sort of

thing. As a matter of fact, when I was teaching in Presque Isle, that's what I paid for board and room was a dollar a day. And so that gives you a sense of things. So anyhow, I stayed there and went through high school.

And then Fred Dingley was quite anxious that I go to Bates. And although he had gone to another school, he'd gone up to Sabattus, why he still was interested in me. And I was doing very well athletically in the distance events, well hell, I'd started running since when I was born practically. And then I used to have track meets there. Bates at that time had a good outdoor track which you don't have now, regrettably. Hopefully you're going to have one, one of these days. But anyhow, so we'd go up there and one of the big things was to be able to go have a track meet there or go down to Bowdoin where they had showers. None of us had showers. We had a little school, we had no place to change, we had to change up in the men's room, we had no showers, we didn't have any running water at home. We had a pump at home on the farm, so taking a shower was one of the biggest thrills of my life, you know, these little things.

But Lisbon High School had a Class A rating because the kids that had gone there had done very, had gone from there to colleges, had done very well. And, I know my mother, one of my mother's best friends, her two children had gone to Bates and both of them became teachers. And they were, oh, six or seven years older than I was at the time.

And we'd go up and visit them and my mother was very interested. Now my aunt went to Bates, my aunt graduated Bates in 1920. And she lived at the, she lived three years at Professor, Doctor Chase's house. He was president, she was the maid servant there. And so my mother was very anxious that I go to Bates, you know, that sort of thing.

And down at Bowdoin I was doing very well, so we had a very influential track coach at Bowdoin. And then we had Ray Thompson at Bates. Ray Thompson was a gentleman, tremendous coach of middle distance people. And here the coach at Bowdoin, he didn't seem to know much about distance events. And he pulled a couple of unethical things on me when I was in high school and I was at meets and so forth, choosing lanes and so on, and so on and so forth. So I wouldn't go to Bates no matter what. I mean, I wouldn't go to Bowdoin no matter what, excuse me. And they offered me a good, good scholarship at Bowdoin.

I was lucky at Bates, I got a fifty dollar scholarship each year. Tuition incidentally was only two hundred and fifty dollars, and I got a fifty dollar scholarship, all except one year, I didn't get a B average and that was it, and Harry Rowe invited me and he said, "Dana I'm sorry, you didn't quite make your B average so we can't give you the fifty dollars this year". He says, "of course if you really need it and you have to have it to pay those bills, we will lend it to you". Well anyhow, I didn't need it. I didn't need it because from the time I was in grammar school, grammar school and high school, I sold the *Sun* in the morning on one side of town, it came at four thirty in the morning. And then I sold the *Journal* in the afternoon on the other side of town. So I had saved enough money to pay all of my tuition at Bates, I had enough money. I saved pretty near a thousand dollars, and that was a lot of money then. But I put every cent in the bank that I possibly could, and that was for going to college. So I, and I had good jobs in the summertime so I got out of college with money in the bank.

But what I did, I hitchhiked back and forth from home, you see. I could get, I got a ride in the morning for those years. I was lucky, I got a ride up. And then I hitchhiked home at night. And after work out I'd come down by the old Bleachery and the mills, when you get right to the edge of town in Lewiston, where the mills are, the Bleachery mill, the Bates mill and so forth, below there. I'd go down there and get a ride home, there was no problem with the kindness of people. Then there was a trolley car and I never took it. Yeah, there was a trolley car. My papers came in the trolley, as I said in the morning at four thirty, and my papers came at night at four-thirty. But I never took the trolley. It was a matter of honor that I was going to not spend any money on, of course a nickel was a lot then.

Once in a while you could afford a five cent cone. And one of the big thrills is, about once a week I'd go into the book store there at Bates and they had ice cream. And I would get ice cream and they, this is after workout when I was just hungry and thirsty and so on and so forth, get a ten cent ice cream with fruit, a bit of fruit on it for ten cents. That was a big thrill. We didn't spend any money, people didn't drink, there was no drugs, it was, people were just, money you had you'd spend on things that you absolutely needed to have.

So, but I was very, very fortunate, you know, to go to Bates. Now, as a person who lived off campus, you see, your life is somewhat different. And if it was by design, as far as I was concerned, see they offered me jobs at Bates that I could work and get my room and board there, and so on and so forth. But here I lived eight miles away, my mother was one of the best cooks in the world, I had a comfortable bed, a nice, a wonderful home environment and I could hitch, I could get a ride in the morning and hitchhike back home at night. And now, when I wanted dates, and I had enough dates up there to keep me happy, and I could just stay up with some, some dorm room. Or Fred Downing [Frederick R. Downing, Bates class of 1940] was my special friend over in Auburn, and I'd go over and stay with Fred. And, gosh, I saw him just the other day, we still, been best friends all our lives, and so forth.

And so I was in and out of, I have no experience as a campus person, you see. And at that time there was no place where off-campus people could go. Actually there wasn't. They tell me, they told me years later, they said, oh yeah, the girls had a place where, some room somewhere where they went. But as far as I was concerned, I went to the library, Chase Hall. Those were my two places. And then of course I had friends that I ran with, Frank Coffin, Dick Martin [Dr. Richard G. Martin, Bates class of 1940], Harry Shepherd [Harry B. Shepherd, Bates class of 1940] down here, Fred Downing. I mean people that I could go and stay in the rooms, and there was always somebody who wasn't there or extra bed or something. So I sort of flitted back and forth and got the sleep that I needed and good food, and I was not impressed with the Bates food. I went up there a few times. Honest to God it was horrible in relation, today it's a dream, really. What these kids get today is, it's incredible the amount of good food that they get, they get the best that there is actually. Bates does, Bowdoin does, I mean, you know, and that sort of thing. And now, then what are other questions, you probably have something else.

AL: What was your father's occupation?

DW: Well, father was a jack of all trades, he did everything. He was, he'd gone through high school, and but then, then he. . . . Well very, very early on he lived on a farm outside of Lisbon.

He grew up right on the, you wouldn't know it but there's a, you go out to Main Street in Lisbon and you finally, keep on going you come to the Androscoggin River, and that was a part of the Hallowell Road. And the Hallowell Road went from Hallowell to Portland, and they drove cattle down there and their wagons across there. And my dad. . . My grandfather, who was a Civil War veteran, he had come back from the Civil War and swapped the house that he had in Lisbon village for the ferry farm, and he ran the ferry. And my dad learned to run, pull the ferry across and learned to be a bee keeper. And good Lord, when he was twelve years old he was responsible for sawing up by hand twelve cords of wood and splitting it and getting it into the shed for winter. And he helped garden.

And so when I was growing up, when I was growing up, initially dad was a, he loved to trade. He loved to sell farms, buy farms, equipment, farm equipment and that sort of thing, so he was sort of a trader in that. And he was a heck of a good carpenter, he was a finish carpenter, painter. Once I remember up Webster Corner being frightened as hell when he was painting the steeple of the church, the big church there which (*unintelligible phrase*). And so he did everything. We had a big garden there at home. Of course my mother canned, oh, a hundred to two hundred cans of, you know, of everything, she canned everything so that we had that for our food all winter, and then we'd kill a beef critter, and that sort of thing. And then he worked in a cabinet shop for a while in Lewiston. He wouldn't go into the mill, he didn't want to. The mills were right there but he didn't want to go inside and be inside. A very free wheeling agent in a sense, you know, he wanted to be out doing things.

And then he took the job as janitor, we call them custodians, then they called them janitor. Well the school, the school was right there in town, there was, one, two, three, there was four schools, three towns that he had to take care of. So all the time that I was growing up I was helping sweeping floors as well as other things, and so forth. He took care of the schools there for a long time. And then he was the truant officer. And then he was, he was the only policeman in town and on Saturday night he went downtown, had a little pistol, never used it in his life, never arrested anybody in his life. He was about six-two and very good natured, very jolly, always telling stories, that sort of thing, and he influenced people to behave themselves around him, and that sort of thing. So he did that until pretty near the war, WWII, and then he went into Bath Iron Works as a guard. And then after that he had a market gardening business. He decided he'd sell fruits and vegetables all summer. And then he did some other carpentry work and things in the winter time.

Just a workman and, but then anybody who was physically energetic and strong like my dad, jobs were no problem. I remember people would come try to get him to take certain jobs, they'd come and get him, try to be on the school board and on the selectmen and so forth, and he, very happy. Always a fireman, all the time he was a fireman. And they had no other means in town of alerting firemen other than having a gong in each fireman's house so that... And somebody would get to the fire station and ring the gong and then that alerted the firemen.

We had no telephone and no electricity until I, we had no electricity until I was I think a freshman or a sophomore in high school. Of course we had a three holer out back. You took your bath in a big tub that you heated the water on a wood stove, you know, that sort of thing. So it was, it seems very, very primitive to people now, but it wasn't for us, you know, it was just

the way everybody lived.

AL: What do you think the biggest influence was that your parents imparted to you as you were growing up?

DW: Well, they took for granted I was going to college. I mean that's all there was to it, there was no question about it. And I did, too, you know. And, now for instance one of the, as far as saving money is concerned, I saved every penny I could grab. And I sold, besides paper routes in the morning, I sold athletic supplies. I'd go up to Lewiston and buy skates and skis and snowshoes and take orders, and then get on the trolley car on Saturday and bring them home and sell them to kids, and make a good profit. And I worked all the time, that's all there was to it. But I mean everybody worked, it was a hands on, you know, that sort of.

Now academically, of course, you had the conventional subjects: chemistry and physics and math and your English and your history and geography, which was a course then in the eighth-grade, and what not. And on that basis you were accepted at school. Now, when I became a senior and graduated from high school, Fred Dingley was up Sabattus, came down to see me. He said, "Now you're sure you're going to Bates", and he said, "I'll, just make a date and I'll go up there and go in with you and talk to the, Harry Rowe", who was assistant to the president, he said, "and make sure that you're properly entered". So I met him up there at Lewiston, and went and saw Harry Rowe. And there was no question, he, I had my transcripts, you know, my records, I had to take, bring my records along. I was valedictorian in the class so I, that was, but I was only valedictorian because I studied, I worked harder probably than most of the other kids. They had kids much brighter than I was, much brighter than I was I thought, and I knew they were. So anyhow, but, so got started at Bates.

AL: What kind of fellow was Harry Rowe?

DW: Well, he was a very interesting. He ran the school, the president (*unintelligible phrase*), he was there more of a figurehead, he was a figurehead really. And the president was seen once in a while, but not very, not very vocal or very, as far as, far as the students is concerned. I had one contact with him really. I had won the two mile in a race in the gym. See, we had ten laps of the, where the, well, you're using it as a cafeteria type place now, the old gym you see. And this was a pretty hard race and I had beat a fellow who had been beating me before and so on and so forth, and so I'd won the mile and then I won the two mile. Well, we had jerseys that were sort of wool, and, with Bates, you know, in letters and so forth, and they were itchy and they were hot sort of thing. So what I did about half way through the race, I peeled that damn jersey off, I just peeled the damn thing off, I mean I just did. It was just annoying me you see. And I sprinted like hell and I got by this fellow and I won the race. And when I went around, dog trotted around, went over and (*unintelligible word*) was up in the, came down onto the track, came down the back stairs onto the track. I thought he was going to congratulate me. He said, "That jersey business was unbecoming a young gentleman". I looked at him, I was flabbergasted. Didn't say another word, turned right around and went right back up. He disciplined me. My only encounter with the president. So anyhow, so I, anything else here before I get off, too far off?

AL: What was the community like in Lisbon during the Depression? From what it sounds like, your family did very well to make ends meet and be comfortable, what was the . . .?

DW: Well, we were very comfortable, we had good food and my dad got paid every week, and, you know. Except there was one period of thirteen weeks when the town, when nobody got paid in the town, nobody, they just couldn't pay the town officials, you see, at all. And dad was there as janitor and truant officer and policeman and so forth, and nobody got any pay. And I remember, I was earning about between three and four dollars a week, I was rich, and so I remember my mother saying, "Well, we'll borrow what money you have and then we'll pay it back". And she did. And I put it in my bank and that sort of thing and so we used that money, that little money.

And then we had a grocer, the grocery store was just very benevolent really. And I remember, all of that period, he was trusting the people that worked for the town and so forth that they couldn't get paid, and he was trusting other people as well. And I remember my dad was so insistent that he pay Mr. Desjardins back every week, that we buy things and then just, he paid so much. He couldn't pay it all at once of course, because he'd gone thirteen weeks without any pay and then what they did get it was part pay. And a few weeks later they'd get a little bit more, and, you know, until people paid their taxes, you see.

And remember, those days there was no Social Security, there was no welfare, only the welfare that you might get from the town. Now what the people did who didn't have regular jobs, they had to be helped by the town. And the mills were only running maybe one or two days a week, and people, it was very, very difficult to get along. And, matter of fact, see, I spent my whole life on the shore, in shore fish research and management and that sort of thing. And the people along the coast had clams to dig and they had fish that they could catch and that sort of thing. So they did much better really, than the people who were tied to the mills where... What do you do when there's no job? There's no job, there's no unemployment compensation, there's no unemployment funds at all, when you don't have a job and nobody can employ you.

And then there was the WPA, you know, that, you've heard of that, Work Progress Administration. And then, well I'll get later on, I, actually I benefited from these sort of welfare programs that came along because the National Youth Administration. I'll tell you that as I get to that point we will say. Okay, any other questions that you have sort of along the way here?

AL: Sure. In regards to going to school at Bates, were you ever familiar with Brooks Quimby? did you debate at all?

DW: Well, I, yes I was. That's a good, pretty good question and elicits an answer which I'm proud to give, let's say. Brooks was one of my best friends at Bates and one of my most influential people. Now I would love to have debated, in fact I coached debating later on when I was teaching, for a couple of years. But I didn't. However, I took speech from old Professor Rob, [Grosvenor May] Robinson his name was. And he was of the ancient declamation school where you learned a speech and then you learned it verbatim and then you gave it verbatim with proper gestures. That was speech! My God, I couldn't handle it in no way, shape or manner because regrettably I've never been able to remember speeches verbatim. Talk from notes and

stuff, but not from a verbatim kind of thing. And my good Lord, he had all of these canned... We were supposed to write these speeches out and then just give them, these short different types of speeches and so on and so forth. And I had a D in the damn course, one of the few Ds I got, it's really, I guess I got one other. But anyhow I got the D in that course, and I was so frustrated and so disgusted, you know? And a lot of classmates were too, really, I had a few others that were as bad off as I was.

And so I realized that I had to do some-, I had to take some other type of a course, a speech course, so Brooks gave this course in argumentation and debate. And that was just wonderful. And of course, I was a little bit of a politician maybe then, too. In a sense because, Brooks was one of our track, he always, he was at track meets and was very interested in all what we were doing in track, you see. And so, and the first speech that we had to give was just a persuasive speech on anything that we wanted to give a speech on. So obviously I would take such a subject as: why anybody should go out for track. Because I knew he was a very ardent track fan, and that's what I wanted to talk about anyhow. Well obviously I got a big A, and I got a big A all the way through. I mean, really, he'd allow us to speak from notes.

And one of the most valuable things that Brooks did for me in this particular course, show you other speeches to give, and that sort of thing. He made everybody write a thesis, and you had to do a thesis and you had to learn all of the technical documentation for a thesis. You had to organize it and all of your sources had to be presented in the proper technical fashion, you see. And that, that was just great. That tied us right down to the whole format of a thesis and an organized paper and so on and so forth. And so that's probably one of the best things.

And then when I was coaching, when I was coaching debate which I did for two years at Presque Isle, I had a debate team there. And I came down both Christmases, first Christmas and then the second Christmas at home, my home. I came, at vacation time, came down and made a date with Brooks and went up and spent practically a whole day with him, on the topics that were being debated in the high schools. And you see, you had a whole room at Bates where there was all the, he gathered all of the things, all the topic material and all that sort of thing, and advice and counsel. I enjoyed those sessions so much with Brooks, and I enjoyed his course so much. And, gee, I went to his funeral and I saw him before he died when he was in the hospital, and so on and so forth. Brooks was one of my best, best friends.

AL: What do you think it was about him that made him such a great debate teacher?

DW: Well, he was such a very logical, obviously a very logical person. And he was a farm boy, you see, he came from Turner. And I'm digressing a minute here, but one of my best friends was Charlie Bradford [Charles Bradford, father of Maine's state parks] who was the commissioner of parks for many years, the state park system in Maine. And very early on when I first met Charlie his speech was, reminded me of somebody. And I said, He was just about Brooks Quimby's age you see, I said "where did you grow up, Charlie?" Because I'd, you know, met him, had seen him for a number of times. "Where did you grow up?" He said, "In Turner". I said, "Do you know Brooks Quimby?" "Next door, next farm, farm next door, right next to our farm." They both had a certain vernacular, I suppose, a (*unintelligible word*) twang, a manner of speaking, so much alike, you see. And I found that in later years, in various communities where people are

particularly isolated and they will all talk very, very much the same. And mind you, no radio, no television, they were just, it was a (*unintelligible word*) English warmed over a little, you know, and so forth.

But he [Brooks Quimby] was a very, very sort of humble kind of a guy, you know? Didn't put on any airs, he was very straightforward, very factual, and, but a good sense of humor and he was just an outstanding teacher. You know, he held, anything that he was talking about or anything, you know, he captured your attention. And of course he did such a tremendous job with Ed Muskie, with Frank Coffin, with all these different great debaters that they had.

AL: Yeah, he did, he was so successful. I mean, the people that he taught became very successful.

DW: Oh, of course they did.

AL: I was wondering, what, if this is a particular skill or something that he instilled in these people.

DW: Well, right. I think, now I didn't take, I wasn't a debater, so therefore I can't speak with any authenticity or anything of that nature, of course.

AL: You had mentioned that he had you write a persuasive speech. Do you think he had a way with the art of persuasion?

DW: Well, yes, of course he did. But I mean it was a very quiet, it was not a bombastic loud noise kind of things, it was a very quiet, sincere, deliberate, well thought out. Anything that he said was very logical and, you know, and of course it was that quality that, and very incisive, very intuitive as to what arguments were being used, or what facts were being presented. Were they straightforward and authentic or were they fluff, you see? Did they hold water, that sort of thing, you see?

AL: Right.

DW: Which, which of course, and everybody who knew him, they were his friends, you see, that was the attitude.

AL: Frank Coffin, what was your impression of him in Bates College?

DW: Well, I ran, see, I ran track all the time with Frank, and I had classes with Frank, I was in class with Frank. He was very, very brilliant of course, I see him quite frequently, and just a heck of a good student. But more than that he was just such a hard worker. Not only was he very, very exceptionally bright, of course, but he just worked all the time.

Now I remember when he first, at one point Frank wanted to be a, thought he wanted to be a pole vaulter. Well I remember he was coming over and working out twice a day in the gym, trying to be. Well, he was a good runner but he just, and he became a darn good runner. I remember one

of our races down at Bowdoin one day. He won the two mile and did very good time, very, far better time than he'd ever done before. And then in cross country, see I ran cross country with Frank for three years, he was one year behind me, and it was just, just had a great time. And Frank was always, so much vitality, physical vitality and mental vitality we will say, you know, he was just a good experience. Frank has always been just a wonderful conversationalist of course.

AL: Have you stayed in touch with him over the years (*unintelligible phrase*)?

DW: Oh, I've seen him, oh I've seen him several times every year. Oh sure, oh yes, yes, yes. Don Nicoll was a, you know, a good, a good debator and so forth. No, Don didn't debate, I don't think he did, come to think of it. I met him afterwards when he was working with Muskie, when he was on Muskie's staff, you see, that's when I really met Don.

AL: When Muskie became governor?

DW: Yeah, and that's when Don came and I met him. I was assistant research director. [Robert] Bob Dow and I had come with the department very, very early you see, and sort of charged with the responsibility of setting up a research department and that sort of thing. It was all (*unintelligible phrase*). And Muskie was very, very helpful. And he had appointed Ronny [Green] and reappointed him a number of times and so forth, and he just took an interest in our fisheries. He had no background in it but, per se, he came from Rumford as you know, but he took an interest in our fisheries.

And I remember one conference that Bob and I and Jim Storer [Dr. James Storer, Maine Marine Research Board], who was at Bowdoin at the time there, worked out and had a conference up at, we had yearly conferences up at Colby I remember. There was one of the professors up there who was also interested in fisheries, and so forth. So our job was to get people behind fisheries activities and that sort of thing.

AL: When did you become interested in that field, in marine biology?

DW: Well I didn't major in marine biology, you see, I majored in history and I had a lot of sociology with Andy Myhrman, really, and my major was history officially. But then I had a minor in sociology and economics, and so forth. And then I took, I took biology, you had to take everything. I took biology, I took math, I took, I didn't take physics, I took geology and, which was great that I did. Now, as far as my biology is concerned, when I went with the department I conferred with the professors at Bates and did some work with them, as I did with professors at Bowdoin. And we were working with one of the professors at Colby one time. Then in geology I saw that. . . See what happened, I had, and now I've got to go back in a sense to how I got into this sort of thing.

AL: Yes.

DW: I got into this thing because Dick Duwors [Richard Duwors, Bates class of 1939], who was one of my classmates . . .

AL: How do you spell the last name?

DW: D-U-W-O-R-S. Duwors became a very famous sociologist, published all kinds of things, and was at that point, he had come to Bates to be a track man. He was a mail carrier in Boston, came to Bates just to run, that was his primary. But about his sophomore year Andy Myhrman got hold of him in sociology, and then the next year Dick got so involved that he quit track, he quit track. And, but he was one of my best friends and so forth. And so Dick chose, as an honors thesis at Bates, the fisheries, the fisheries as a general thing. And then he zeroed in on the herring fishery, to do an honors paper on that, and fisheries in general.

Well, of course growing up in Lisbon here, my dad in his old Model T took us down here to Harpswell many, many, many, many weekends and I got out on the clam flats in Harpswell. One of the first times I was ever out in the clam flats was Basin Cove, do you know where Basin Cove is? Well, it's, if you go down to South Harpswell, not to the end but you turn to your right as you go out and there's a big basin that comes up in there. And, see you're over, your experience is over on the other side of the islands, but this is Harpswell, Basin Cove. And dad had a good friend down there and we would go down there and go out and dig clams. And I was very interested and all that sort of thing. And then, so I, oh yeah, in the Meadows River we used to come down to visit friends there and dad borrowed their boat and we'd go out, he'd row out in the Meadows over here. And so, and then we had fish people that delivered fish, came up from the islands and . . .

End of Side A, Tape One
Side B, Tape One

DW: . . . talking about Dick Duwors, and so he, one day he said, "well gee, I've got to go down to Portland and, I'm starting to dig in some things for this thesis. Will you go down with me?" I said "sure". So we went down to Portland and I remember we ate at the first little place that Valley had down there, right on the edge of Portland, coming out. And we went down on the wharfs and we talked with people. Well, I hadn't had any association with big boats and that kind of thing, you know, with any other fishery other than the lobster fishery. I knew the people that fished lobsters and the people that dug clams and that sort of thing, but nothing else. Anyhow, Dick would go out. And then I went to Rockland with him one time, for a trip down there, and so I followed along and we talked about the fishing and fishing business and that sort of thing. And (*unintelligible phrase*), but anyhow. So then when Dick graduated he went off down to Harvard, went to graduate school there, as Bob Kinney [E. Robert Kinney, Bates class of 1939] did who later figured in things that we all did. And so I had been teaching, let's see, I had been teaching up in Presque Isle. The second, the second, the end of the second year that I'll go back and fill in Presque Isle and how I got that job and Bates people again, and so forth. But to follow up, as far as Dick is concerned and as far as my fisheries sort of orientation, what not, Dick had gone down there to Harvard and he had carried on his work with the fisheries in his masters and doctorate work down there. He was, he (*unintelligible word*) to get a doctorate you see, and wanted to teach sociology and wanted to use the fisheries as his full subject matter, and so forth. He's done some wonderful work with the fisheries.

And so he found out that there was such a thing as a National Youth Administration, and it was some friend of his at Harvard who had some association with Eleanor [Roosevelt], the president's wife and so forth, as I remember the story. Anyhow, the National Youth Administration and they were willing, and he made some contacts, and they were willing to fund a program up in Washington County, and, where we would study, work with the youngsters, you see, study sort of the fisheries that way. Well what we had concluded was, in preliminary discussions of this whole thing, was that the clam industry was probably the best thing where the people could, would make more of an impact on their lives. And we're looking at it from the sociological point of view, you see. So anyhow, Dick asked me if I would work with him that summer. Well he also asked, also that summer, Bob Kinney.

Well, I'll tell you a little bit about, if you haven't heard of Bob Kinney. Well he's been one of the biggest benefactors that Bates has had in this decade, in this millennium we'll say, you know, with the amount of money that he has raised. And I'll tell you a little something about Bob. But anyhow, so Bob, he was also down at Harvard with Dick doing graduate work. And so Dick made this arrangement to go up to Washington County, so I went up there and had three crews of boys in Addison and Jonesport and Beal's Island. And we went out and we transplanted clams in places where they were very thick and weren't growing, and planted them in the places that they would grow. And they worked twenty hours a week, it wasn't a full, yeah, it was just twenty hours. And so that was my responsibility, to work with these kids and also, of course, to learn more about the clam fishery and what other things that these people could do, and that sort of thing. So I took off and from, after my second year of teaching and did this.

Well, then after the war, after the war, see, I then, that was just before. Well the war came on that next year and I went back and finished my third year of teaching up in Presque Isle. Then went into, then went into the service and spent three years and a half in, I was a meteorologist over in England in WWII, went to meteorology school, and was over there a couple years outside of London in a weather station over there. Then when I came back, Dick had come back from the service, he was a, he was in the Navy. He'd come back from the service and wanted to pick up the pieces and so forth. And at one time he thought he wanted to be commissioner, but that sort of fell through.

However, he got a job with Dick, with the department. Dick Reed hired him to do sort of a study of the economics of the fishery. And where could you do work in the whole area and have the most impact on the lives of the fishermen? So what Dick and I did, that summer Dick asked me if I would work with him. So I worked with him that summer, and Dick said you just, "Guys just go ahead and learn what you can", he said, about the fisheries and so forth. So we batted around up and down the coast, and of course I'd already made up my mind and so had Dick, that the clams were the thing that we could do.

And I started a research project in, actually in Lamoine, on depuration so-called, which you've never heard of. It's the self-cleansing of clams. And, because we knew that we were going to have a lot of closed areas all along the coast and there'd be a lot of polluted areas and it was a matter of how can you rescue those clams? And so we knew the work had been going on in Massachusetts.

Now, when I was on his first job, when I worked at transplanting the clams I had a wonderful document which a Dr. [D.L.] Belding had written in Massachusetts on the shell fisheries in Massachusetts. And he had done a wonderful job outlining the biology and problems of the industry and all that sort of thing, and that became the bible. It's still a bible, it was so thoroughly well researched, the work that he did then. Anybody who hasn't read Belding in the last year or so is missing the boat if he's still in shellfish, you know, that sort of thing, that kind of a document. So I did have a little bit of a, that's all.

And of course at that, when you had biology in any of the colleges here in Maine we'll say, there was a few colleges that were having marine subjects. Rutgers was because I (*unintelligible phrase*) in getting graduate people down, to go to graduate school down there, and so on and so forth. There was nothing about marine and marine areas, it was all anatomy and the things that you do in, prepare doctors, you see, and that sort of thing. It wasn't anything of a fishery, of a marine biological nature. However, I tried to pick it up of course, and I'm still trying to learn, believe me. And, there's just so many things we don't know. Of course the research work is being done but there's still so many things that we need to research.

And so I got all involved in that. And then in the middle of the summer the commissioner, Dick Reed, said. "Dana, why don't you stay with us and keep doing this and you and Dick, you and Bob Dow", another person that he had hired that summer who had a good academic background and a tremendous interest and had spent summers on the coast, and greatly interested in the whole thing. And he was actually academically a classical scholar, masters at Harvard in classics and so forth, but was very interested in all of these fishery things. So we dug into what we could do to set up a department, it's what Dick Reed wanted to do, and hire research people, and what new research. And we launched into that whole thing. And then I, also we launched into an educational program which is still going on with the department, we set up an educational program. We finally were able to hire somebody. And we worked at all the towns along the coast and having marine subjects as a part of biology and work it into the academic subjects, into the social sciences, and so on and so forth so that you could get something about, get fisheries into the schools.

AL: Into the curriculum, yeah.

DW: We were doing that, we wrote curriculum, we wrote texts and, had our people that we hired write text on, text and then, on the basic things like lobsters and clams and. . . I wrote a text on clams, and scallops and then with the fin fish and all of the shellfish, and then questions and answers for the teacher, and things that kids could do, set out some experimental things.

AL: Now what year was this that you were hired in the state in developing the department?

DW: Well, I was hired in 1946, I was hired in, right after the war, you see. So anyhow, going back, I'm skipping all over the place, I'm . . .

AL: That's okay.

DW: . . . bouncing around here. And but, yes, so going back to. . . I called up my

superintendent and principal in Presque Isle where I'd been teaching and said, "I've got all involved in this fisheries again and I'm going to see what's happening". Well, of course, I'm still trying to find out what's going on. And I mean it, there's so many things that we all have to learn. And so I just then took a job with the department. And Bob Dow and I would have to hire people and set up a research unit and do that sort of thing. So I became assistant research director in a few years at fishery and that sort of thing, and Bob was research director and worked with him all the time that I was in the department, and I retired fifteen years ago, you see. And then he is al-, he's retired and then regrettably got in an accident and died from the result of the accident, and so on and so forth. But anyhow, so, we got started in that manner.

AL: What took you to Presque Isle, how did you start teaching there?

DW: Well, I'll tell you what, I was very fortunate in that I, I guess number one that I went to Bates, and I never would have got this job if I hadn't gone to Bates. I know that very, very well because both the principal and the superintendent were Bates graduates and very ardent Bates people, you see, which I of course didn't know when I initially accepted the job, and what not. And I just sort of threw my hat into the ring because I wanted to teach and coach. I had that idea when I went to Bates that I was going to be a teacher and a coach, a track coach.

And so I went to Augusta and met the gal, Margaret Louier her name was, who ran a, actually it was like an employment agency. The state ran it, they hired just one gal and she ran the show tremendously, most of the stuff was in her head in a sense. She had files and all that sort of thing, but. So when you, if you wanted a job and you went to her, wanted a job teaching. . . .Now let me point out that Bates, Bates was very, is very, very strong in education, that was probably the strongest segment of the whole academic, probably more teachers than any other single profession, you see. There were also friends of mine, of course, who went into medicine, there are teachers who went, people who went into medicine. We had teachers who were preachers. We had people who were, people who became preachers. And I don't suppose you've ever heard the old phrase at Bates, "there were teachers, preachers and damn fools". All right, anyhow, but Bates is a very, very strongly oriented into the social services.

Bowdoin is the rich, considered to be the rich man's college and the people there were oriented into the business, into lawyers, we had lawyers, sure, at Bates. And as you well know these people that you have already mentioned, Muskie and Coffin, and turned out some wonderful lawyers, tremendous lawyers, and so forth. But there were so many teachers. Well the teachers had sort of infiltrated the small schools in Maine. So many small schools in Maine had Bates people, you see, and who were very influential, of course, in pointing people towards Bates. And so the system here was, you took education courses, but you took, in order to get a certificate, you took your psychology, you took a few basic courses in education. But the curriculum was far different than as though you had gone to a so-called at that time a normal school, or had gone to a teacher's college.

AL: Like University of Maine at Farmington?

DW: Right. And those were the, those are the teacher's college that primarily supplied the elementary schools and Bates. And a few people from Bowdoin would teach, but there weren't

very many. Colby had turned out quite a number of teachers, but Bates was the central theme and place in Maine where teachers went, where people that wanted to teach went. And so they had an educational course that would be surprising in this day and age, I know. You took your psychology, and then you took a few courses, and then you had a course in the methods, and I got hung up in the methods course in a sense, sort of a, maybe unusual. I got away with something we'll say there.

I didn't take my methods course my junior when I should have, which was a seven forty-five class in the morning and I, but the people that I was riding up with that year, ride that I had, wouldn't get me up there at quite that time, you see. So I elected not to take it and thought, oh well, I'll take it just my senior year. Well, I didn't realize that the people that went out and did their practice teaching were supposed to have had the methods course, and I didn't have sense enough and didn't realize that until my senior year.

When I went and started my senior year and knew that I had to take the methods course and I saw Dr. [Robert A.F.] McDonald and said, "Well, I'm going to take this course". And he said, "Well you should have taken this last year." And I said, "Well, gee." I told him exactly what the situation was. He says, "Well I guess that was a logical thing really", you know, there's no. . . . But I had to do a month's practice teaching, you see, and I didn't have the methods course. Well I went to see him, and I got worried about it, you see, whether he'd let me actually do it or not. And I talked with him, I'd had one class with him and I got an A in the class, and I talked with him and said, "Well Dana", he said, "you've been to school quite a while, you know good teachers and bad teachers and you know some of the things that we do", he said, I have got a methods book that I teach in my class, I'll give you that." He said, "You take that and go through that and see what you can get out of it", and so forth. And "Yeah, I'll, you can go do your practice teaching, I'll allow you to do it." And honest to God, I went through that book. I'm telling you, I read it and I thought about it and I, you know, how you make outlines and how you do this and how you do that, and so on and so forth. And they're very, very serious about it. And then I went off to do my practice teaching.

Well at that time, you did your practice teaching by just leaving your subjects at Bates for a month and you just went off. And you came back on Saturday, and on Saturdays you were supposed to get your notes from your friends who took your courses that you might have, and then you were supposed to take any hourly exams that any of the professors in your courses gave. And they were supposed to administer those on Saturday. And you were supposed to have done your homework and known what, you know, you had all your assignments and everything, what you were going to be quizzed on, and from your friends' notes and what studying you could do, but you were also supposed to teach at the same time.

So I went down to Bath for a month. Well now, I had finished a very successful cross country season and I was in damn good shape, physically that is. I got down there and I taught a month in Bath High School, lived down to Phippsburg on the edge of the town, and taught for a month and had a very interesting experience. Dr. McDonald came down to see me once. Each one of the teachers that I taught for, I took over their classes, gave me their book and says, "Here's where we are now, here's where we want to be when we get back and I take over again." One of them never came into class, two others came in and visited for a few minutes. The principal of

the school came in and visited me twice, and the superintendent came in once for five minutes. I was on my own, which was wonderful. I did what, just what I damn well pleased. I wasn't hung up by anything, but I had a wonderful time.

But I knocked myself out, my God, I never was so exhausted in my life. I just worked all the time. I mean I had to prepare my lessons every day, I had to try to do some of the work that I knew was going on at Bates. I had to come back on Saturday, and I got my, I got and took the exams. And there was only a few fortunately. There were only a few I really actually had to take, that they gave me at least, you see. And then I spent Sunday preparing for the coming week and doing lesson plans and all that sort of thing. And that was a trem-, I was absolutely exhausted.

Well I got out of that experience which fortunately came between cross country and the indoor track season. And then I had exams, and then exams came in after Christmas, you see. So I studied like crazy. I just worked all, hard, you know, trying to catch up in the subject matter that I'd missed and getting people's notes and all that sort of thing, so I could take my exams, so I could take my mid-, the semester's exams, which I did. And, but boy I remember how just, how just pooped I was, you know, that's all there was to it. And, but it was good experience.

Well however, the course that I had to take my senior year, you see, in the methods, after I got back from that experience, why. . . .Of course I have to sit in the front row anyhow because I have to hear, had to do that, learned that's the simplest thing for me. Then if anybody has questions from back you turn your head and listen and that sort of thing. Well of course the class, as my classmates told me, became a dialogue between the professor and me. He'd tell us about something, I'd say, "Yeah, I had that experience." I got (*unintelligible phrase*) the course, of course. But I learned more, I learned more actually from having gone through the mill of that sort of thing. Well then, of course, I got a teacher's certificate from the hours that I put in, and this and that and the other thing. But I was quite flabbergasted when I got to Presque Isle and started teaching and talked with my people that went through Farmington and Presque Isle normal schools at the time, the amount of time that they had to teach, the subjects that they had to take in teaching per se, and the amount of supervision that they got, and all that kind of thing. Hell, I'd gone out, done my thing, and it worked out great. But I enjoyed teaching very, very much in Presque Isle. I taught some science.

AL: What were your impressions of the area?

DW: Pardon?

AL: What were your impressions of the Presque Isle area?

DW: Now, . . .

AL: As far as living there.

DW: Have you ever been up there? When?

AL: I lived there for about a year and a half.

DW: Where?

AL: Presque Isle, from '96 . . .

DW: What were you doing?

AL: (*Unintelligible word*).

DW: You would be flabbergasted now to learn that Presque Isle was probably the most sophisticated part of the state of Maine, that the salaries that people were earning up there were much more than they were down here, that the kids were going to the best colleges in the country. The price of potatoes was relatively high, the potato industry was characteristically boom or bust. It was in a pretty good, before the war it was in a pretty good upswing. And there was money for things in the schools, they spent more on education than they did in this part of the world. Remember, this part of the world was in deep Depression. If you lived in Lewiston, Auburn, Augusta, Waterville, Lisbon, Saco, Biddeford, the mills were only running part of the time. Teachers at times weren't being paid. This was a, this was the poorest part of the state at that time.

Aroostook County was the most wealthy part of the state at that time, which was sort of culture shock to me, because I didn't realize when I went up there that that's what I was going to find. Matter of fact, when I got my kids ready for, you know, to come out for cross country, I was coaching cross country in the fall. And they hadn't had a cross country team and so I got a cross country team going. And I told them that I'd get them the pattern from the home economics department so that their mothers could make their trousers, make their little track pants. That's what I had to do in high school, you see, we didn't have money to go out and buy track pants and things like that, your mothers had to make them. The principal came to me and said, "Gee Dana, don't you think we can afford such things as that?" He said, "Of course we can." And I said, "Well gee." I never could where I grew up, we had to make our own things and all that sort of thing.

Well, I found a bunch of farm kids that were healthy as could be, found out that they liked to run. And I ran with them every single day of course, and we won the state meet right off the bat. And then Frank Cunningham, who was a Bates person, you see, said, "Well, are you going to take them to the New Englands?" And I said, "Well gee, they're down in New Hampshire and we'll have to have several cars and it cost quite a lot of money." He said, "Of course you can go down there." This concept, you know, that you couldn't, we never were able to travel and go anywhere when I was in high school. A little meet maybe up to Mechanic Falls or Lisbon Falls or something like that, but not very far, and so forth. Well anyhow, we got third in the, that year we got third in the New Englands. And then Frank said, "You going to take them to the Nationals?" I said, "Well that's down in Elizabeth, New Jersey." He said, "Well take them to the New Englands, take them to the Nationals."

We went to the Nationals, we got second, North Terrace High School beat us, and my kids were right up front, I'm telling you. Because they, I worked them harder, and those kids I worked

harder than I ever ran in college. I, we ran, we worked hard, very, very hard. (*Unintelligible word*) they went, a seven mile loop I used to do with them every day, every week, once a week. I had an A team, a B team and a C team, and so forth. I ran the college freshmen, I beat all the college freshmen with my A team. And I ran the county meets and the others with my A team, and the small schools I ran with my B team, I mean my C team, and so forth. Well anyhow, it was very successful. And, but I got the job because. . . Now I'm bouncing back, when you, you've got to straighten this out when you type it sequentially, you see, because it's, I'm giving it to you, it's such a hodgepodge, you see, really.

AL: It's pretty clear.

DW: It's clear? (*Unintelligible word*), clear as anything so confusing can be, huh? I got the job really because, I think, both Frank Cunningham was a Bates person and Frank Carpenter, who hired me, was a Bates person. And they needed a track coach, that's what they needed. They didn't have a track coach, the track coach had gone off somewhere else. So they had a track coach and I had a pretty good record in track and so forth. And my academic record was okay, but it wasn't outstanding, certainly not. And so, in fact I was very flabbergasted when I had the interview because this gal that I mentioned to you, that, Margaret Louier.

Margaret Louier, when you interviewed, in a sense said that you were interested in a job and had the credentials and so on and so forth. She just gave you a very searching interrogation. Who you were, what you were, what you'd done, what you wanted to do, and all that sort of thing. And what she was doing was just logging that in her mind. She had the papers and all that sort of thing, but superintendents went to her. In fact, she was a very good friend of mine all the time I was in state government. She was there for many years after I was there, too. And superintendents would just line up in her anteroom and wait for her to be, and tell them what, that they needed, they had a position open, such and such a position and here's what they wanted. And she was, in her mind would say, now let's see, who is there, who is where that could fit that who might be willing to change, who wants a job, that sort of thing. She was just a fantastic person.

And so anyhow, she tagged me as wanting to coach track and willing to teach anything (*unintelligible word*) you had to, you went out and you taught anything. And so she apparently had already talked, they, Frank Carpenter had called her up or seen or something or other and already talked with her. And she apparently decided that Frank Carpenter should hire me. That's what it really amounted to. She told me this years and years later, you know. And so when I went (*unintelligible phrase*) there's about thirty people down at Castine, where the superintendents had a superintendents' meeting, annual meeting down there. And there was about thirty people interviewed for that one job up there. This is Depression time, believe me, jobs didn't come easy. A lot of my friends didn't get jobs right off quick, and so forth.

And, so anyhow, when I went in this little office that he had there, he was interviewing people. He said, "Now I want to." He started out saying, "Well now I want you to meet Mr. Cunningham. And if you're willing to take a job here with us we want to hire you." You know, it was, he had it all made, that's all there was to it. And so anyhow, I found that Frank Cunningham, been there for many years, wonderful disciplinarian. He was something like the

principal that I had in Lisbon High, interested in every student, knew every student, had their fathers and mothers, been there long enough, you see, that sort of thing. Everybody thought the world of him. Discipline was no problem, my goodness. I have two daughters that are teachers and the discipline thing of course today, you know, and all that sort of thing. Discipline was no problem. I mean, you just went ahead and did the things that you wanted to, that you asked to do, and that sort of thing. But we won. Then the year, the year before I went in the service, we only got third in the Nationals. One of my boys, Malcolm Duncie, was individual National champ. And then he went on and went to the University of Maine. I wanted him to go to Bates, but he was more interested in the University of Maine; many of the students went to the University of Maine. And we had, for instance in chemistry, we had some real top flight teachers at the time there too, I thought. We had a teacher in chemistry that, anybody who took his course in chemistry and went to the University of Maine didn't have to take freshman chemistry. They were, they'd had it, he was so good. They were just a great, great group of teachers. And so I didn't give up without a lot of few days of thought, I mean not a tremendous amount of thought, but, for this fisheries thing, to get into it, you see. Because I was having such a wonderful time, had everything going for me. I had

Track isn't big up there in the spring because the snow is up there. But I had, what I did, why it was very, so successful in cross-country and the distance events, was that I had all of my distance men running snowshoes all winter. We ran, there was a winter sports program up there in Aroostook County, so when I got up there I found that. . . . Well Frank Cunningham asked me if I could help with the basketball. And I said, "I've never seen a basketball game in my life," I never had, "so I'm not help." He said, "Well, we want to start a winter sports program." Not knowing what it entailed at all I said, "Sure, of course I can." Well, I'd played hockey, I'd learned to ski, my dad made skis for me when I was a youngster, and all that sort of thing. And I, I'd lived outdoors and all the winter sport things and, you know. So I said, "Well sure."

Well, I found out that it was snowshoe races, skating races, you had to have a rink and had the skating races. Then you had cross-country skiing, the way they, same as they do now. You had to jump, you had to build a jump and you had to jump out on a hill. But what you did, you went to the big carnivals, and all the towns up there had big carnivals and, which would go on for two or three days. And you went there and competed with the other schools in the county, and that sort of thing. And so I had all my snowshoe people, all my track people running my snowshoes, and you run on snowshoes all winter. I ran with them on snowshoes, but I also got out and skied with them a day. And then I got out in the cross country a day, and then I did this and that and the other thing. So I did all these kind of things. And I taught general science and taught advanced science, and taught math while I was in the school system. So I had, and I enjoyed that immensely, enjoyed the kids tremendously. And I just, it was a wonderful experience and if the war hadn't come along I'd probably be up there, who knows.

However, things, you know, things changed. But Dick Duwors, you see, by having started in the fisheries with him, he got me all involved. And then there's Bob Kinney, also worked with Dick. And Bob is, Bob then went on, Bob went on then after that and he bought a little factory just before the war started, down there, worked into a factory to can sardines, fellow was going out of business. Took that, so he didn't go into the service, he stayed right there and ran that factory during the war. Then after the war the sardine fishery sort of went downhill because that

was a protein non-coupon, we'll say, item that you could buy. But then after the war, why, when you could buy meat again and that sort of thing, why, it went down. But Gordon's of Gloucester, I don't know if you've ever heard of them, but that's one of the old fisheries firms in Gloucester that packed fish for many, many years, and all kinds of fisheries products. Bob went there, they hired Bob to run some, one of their units there. Well pretty soon, before I knew it, Bob was president of Gordon's of Gloucester. And then Gordon's of Gloucester was taken over by General Foods, which is the biggest food company in the country. Well, they took, so they absorbed Bob, and Bob went down to Minneapolis. And in a few years he was a vice president and then in a few years he was president and, of General Foods.

And meanwhile, he was helping Bates in so many ways. He set up this whole system for Bates, he was the first person that did it, I'm pretty sure. That if a company will, if you have an employee in your company and they have somebody go to Bates, then the company will match whatever you're paying towards tuition at Bates, that sort of thing, which is still going on, as you know. Or matching in some way or other, you see. And he, for instance this new building that they just, he sanctioned one of those wings, he paid for one of those, one of the floors there. He's put millions into Bates and been right on the right hand of the presidents and worked with them and has been such a tremendous asset to Bates. And he's in Bar Harbor right now, and I'm going to see him in a couple of weeks. I'm going down to visit him for a little bit. And so Bob's always been such a good friend and so forth. And, so, that's sort of a hodgepodge of my getting involved.

Well then, getting involved in the fisheries of course, I was assistant research director for all those years. And we set up an education program and then we have a laboratory at Boothbay Harbor. And then I got involved with the other coastal states in the Atlantic States Marine Fisheries Commission. And I was co-chair of the biological committee for a heck of a long time. And so, I had a lot of experiences. I worked in, one of the very first things Dick and I did, for instance, was go up to Canada and meet the Canadians, Carl Nipkof who was in charge of the fisheries in Canada, in charge of the shell fisheries in Canada. And then we got down to, we got down, of course that summer that we was getting around and we got down to Norfolk, Connecticut and met Dr. Lizarnoff. He was one of the leading research people in the country in shellfish. And we got to Woods Hole and we saw people there that became good friends.

And then I was co-chair of the biological committee and the Atlantic States Marine Fisheries commission about fifteen years. And I traveled up and down the coast and held meetings with the different states and different biologists in the states and then we had a big annual meeting and that sort of thing. And here, in the state of Maine, the commissioner was on the, is a, is on the board for the Atlantic States Marine Fisheries Commission. And then they have an industry person who is a part of the commission, and then they have a member of the legislature. So I was staff, sort of, of those people as a, working with the commission and so forth. And we had some real top flight people, Dick Reed and Ronny Green. And I know Dick Reed's charge to Dick and I was, "You guys go out and learn everything you can about the fisheries, how we can help the fisheries, I'll get all the, I'll get as much money as I can get for you to do it." That's about what it amounted to. So we had to set up a system, we had to set up a lab, and set up the people and do the lobbying in the legislature. And I represented the state in the legislature for a long time in all shellfish matters, and Bob Dow represented the state in all fin fish matters and that sort of thing.

AL: Did you ever work with, did you ever have contacts with Ed Muskie as early as when he was in the legislature in the late '40s?

DW: Well, he was there but I didn't have direct, I didn't have direct contact with him. All that time I was having contact with Frank Coffin, who of course was, also ran for the governor at one point. And so I met frequently with Frank during that period and so forth, but peripherally with Muskie, really.

AL: Do tell me, though, about the incident of the one time, meeting Muskie on campus at Bates.

DW: Well, it was just the fact that he was in the gymnasium trying to high jump, and I was in there taking a workout as a freshman. See, freshmen weren't eligible for varsity at that time. We had a freshman team and so forth, and I was in there taking a workout. So you weren't a part of the varsity team the way they are now, now they can just run right off all four years. We could only run three, you see. But he was just high jumping and it's just that I had this curiosity, you see, what his name was. But then I knew that he was our best debater, you see, and I didn't take the time to go to any debates. They'd be in the evening or whatever and I was all wound up in track, and I was all wound up in dates now and then, you know, and that sort of thing, and hitchhiking back and forth and so forth. So my campus life was primarily amongst the gals that I dated of course, here and there, now and then, and the track people that I worked with all during the things and the professors that I had. So I wasn't a, no insight into. . . .My daughter [Valerie Wallace] went to Bates, graduated there in '68, and she's a teacher. And she's almost ready to retire now, and she's taught English, she's been head of the big English department in high school down in Maryland for quite some time. And now she's gone back and she's only teaching the super brights, you know, the kids that . . .

AL: Exceptional?

DW: Exceptional kids, that's what she has this year, and she has a couple of more years. My other daughter wanted to go to, wanted to be an elementary school teacher. So she went to Gorham and she's been in and out of teaching. And they have a business, they have a retirement home business that they run here in the state and down in Florida, and several of them. And so, in fact they have a big new one up in Waterville with an Alzheimers unit now, that they've just added to that. So Sue was in business, in a sense, part of the time. And then she's been teaching on a part-time basis and chairman of the school board down there in Sarasota, Florida, where their home is. Now they live there part of the year, and part of the year up here, so they're bouncing back and forth. And my daughter's in Maryland and now they have a place in Virginia. And my son [Kim D. Wallace] is right here in Hallowell.

AL: So you have three children.

DW: That's right, yeah. He's a quadriplegic and just had his darn bladder out and cancer and so forth and so he's not doing too well right at the moment. He's taking the shots. But we have two, he has two twins, he has twins, and they're a year old so our time is somewhat rushing back and forth up there and that sort of thing.

Now, I've been doing consulting work with the town, when I retired. And I still work with the fisheries industry, with the shellfish industry, and I'm on the clam committee here, shellfish committee here and then I work with the clam council, which is statewide. And let's see, and then I also have an oyster population out in my back yard here in this bay . . .

AL: You're awful busy.

DW: Partner is over across the way, and we're raising, this is our nursery here. And our growout is. . . . You don't want to put all of this . . .

AL: I'm going to stop the tape here.

End of Side B, Tape One
Side A, Tape Two

AL: We are now on tape two of the interview with Dana Wallace on September 9th, 1999.

DW: I think I said something about my track experiences in high school and that sort of thing. And then of course I ran the mile and the two-mile in college, and ran cross country in college and so forth, and did that coaching up at Presque Isle. Well now, I continued running, and wanted to continue running because it's something that I've done all my life. And, I took a workout this morning. I run, I still run, not very fast and not very far and so on and so forth, but I'm still running. And I ran road races, 5Ks and 10Ks up until about ten years ago. And I had a foot operated on and when the doctor put the pieces back together again, he didn't get the neural system apparently straightened out so that when I run now, run, oh, a half a mile or so, the thing starts aching. So, but I find that I can run and walk, I can run a little ways and walk a little ways and run a little ways and walk a little ways and it works out very, very well. So that's about what I'm doing for workouts far as that's concerned.

But when I was at Bates, I remember one marathoner, fellow by the name of Sparzen, who lived in Lisbon Falls and took the early morning trolley up to Auburn to work in the shoe shop, and did that every day. And he used to get up at some two or three o'clock in the morning and then take his workout, and then go up and stand up and cut shoes all day, or whatever he did. And that son-of-a-gun ran, he was one of the early, early people in the Boston marathon. And he used to come to our track meets. See, mind you, this is in the mid-'30s, and very ardent track person, he come there to these meets and he said to me one day, he said, "Dana, you just love to run." And I said, "Sure I do." He said, "You're going to probably run all your life. Now," he said, "You want to do it early in the morning", he said, "Then you'll feel better if you run early in the morning." So I've always run early in the morning.

And I was in Hallowell for many years, lived right there in Hallowell until thirty years ago when I moved down here. And so I lived right across from the cemetery in Hallowell and I went around. And every morning I took a workout over there and ran in the cemetery prior to going up to work, and so forth. And it's so close, of course, I could do that. But I've been very fortunate that I've been able to run all my life. And then the other thing I've been able to do is

ski all my life. My father made me a little pair of barrel, he started me on barrel (*unintelligible word*) skis. And then I had a little pair of four foot, skis, that my daughter has now over her fireplace down in Virginia, she wants those. And my dad turned them up, see, turned them up and put a groove in them, a little foot plate and so on and so forth. And so then I, I started skiing, and of course everything then, have you skied, do you ski?

AL: Yes.

DW: Where? Recently?

AL: Not in the last couple of years.

DW: Okay, well I've, I guess I've skied more or less all my life, you see. And when I got up to Presque Isle, I found that I had to teach skiing there, it was something that I didn't know much about. All I did was go straight, like cross country skiing that's all you could do, you see. And so I had to get some books and find out how people turn skis. And there were some people right there in town who were pretty ardent skiers, and learned how, got my kids out there to do snow plows and do things like that, and then learn how, run slaloms and learn something about that. They were always very embarrassed because one youngster who did a pretty good job keeping his feet together and would sort of hop through a slalom course. And, "Oh, you can't do that, you've got to do snow plows, you've got learn how by doing snow plows." Ruined him. Not bad actually, but. So I had some interesting experiences then, you see.

And so I got out. And of course I ran snowshoes mostly with my kids to keep them in shape, keep me in shape. And then I got on the cross country skis once in a while, and I got out on the slalom course once or twice a week. And then I had speed skates that I had to put on and speed skate with my kids, because I loved to skate. And so I had that whole winter's program going up there, you see.

And then when I was, I was very, very lucky in the service, I was a meteorologist. So I was over in England a couple of years and I was able to get up early in the morning and, when I wasn't on shift, and take workouts. And I ran, I ran the track meet in White City Stadium one time, and that was when the buzz bombs were coming. And we were running, I was running the mile in this race, only race we ran there really. It was just about two weeks before D-Day, and all at once there was a big bang. I just, just got my time for the half mile and look and a house went up, oh, maybe a quarter of a mile away. All the debris going into the air where the buzz bomb had hit it, and so forth. Nobody paid any attention, you just kept right on running. It didn't hit you, so what the heck, you know, that sort of thing. And anyhow, I was very, very fortunate to be able to keep in good shape all during the war, being able to run most of the time. And one time or another during the day I would, you know, shifts and what not.

And then after the war I came right back to Presque Isle, you see. I was home on furlough, I was in Lisbon on furlough when they dropped the bomb on Hiroshima. And then I, then I had to report back to duty, to go back. And I didn't find out until years later, reading the regimental history of the unit that I was attached to, and so forth. That we were brought back to the states so that we could be trained for the European Pacific theater. And we were going to be in the first

wave that attacked, that went into Japan when they was going to attack Japan. So anyhow, so I was spared that. Then I went back and taught that year. And then came, in '46, you see, and came with the department that summer. That's chronologically, you see, and that sort of thing, and then, got wound up there.

But I continued running road races. I ran this five mile road race many times in Portland, and I ran 10Ks, for a long time. I ran up Sugarloaf Mountain many, many times in the race up there. There have one day where they have a 10K and the next day you run up the mountain. And I haven't done that for, I guess I haven't done that for now ten years come to think of it, since I hurt, my foot started troubling me, really. And, but I still take workouts. But the thing is, it taught me very, very early on, say you start with, going back to Fred Dingley, that I better not smoke and that I better keep in shape. And if I was going to do things and survive, I had to keep physically healthy. And boy I'm telling you, doing this hands-on labor with this oyster operation is, you, it's a good workout.

AL: I bet, oh yeah.

DW: Cross training, you know, when you do this strength things rather than running things. So I've been very, very lucky, is what I'm saying. And then after the war, I started teaching up at Sugarloaf, (*unintelligible word*) my young daughter when she was, oh, was only five when I first took her up to Sugarloaf. The kids grew up on Sugarloaf Mountain. And I started teaching up there in the ski school, and I taught up there for about fifteen years and, which was a good experience. And I earned enough money to pay for the transportation and the kids' meals, and we had a place up there to live, always had a place up there. I had a trailer and then I got another place to live, so. And I have a place up there now, an old camp down in the woods up there, and so forth. But, I didn't ski much last winter because I got so damn busy with the legislature and all the other things that are going on. I only skied about, probably about fifteen days all summer, so, all winter rather. So I didn't ski. But this year I'm going to ski more. I keep saying this figuring, oh, I've got another hundred and fifty, I've only got another fifty years to ski, you see. So I've got to make the most of it.

AL: Now, what was the Department of Sea and Shore Fisheries like when you first started working there?

DW: Well, it was all, virtually all an enforcement agency.

AL: Is it brand new?

DW: Oh, no, no, no, no, no, good Lord, it was established in 1895. Oh no, it was established in 1895. And then from there on, you see, it was enforcement, virtually all enforcement until Bob Dow and I came with the department and started to develop . . .

AL: Maybe that's the (*unintelligible word*) I was getting, that it was something about the department was very new and different at the time you came.

DW: Oh it was. We were absolutely on the ground floor, absolutely the beginning of things, you

see.

AL: As far as research rather than just enforcement?

DW: Well, no, I mean as far, not in re-, enforcement had been going on since 1895, you see. But I'm talking now about research and development kinds of things; working with the people, trying to develop each of the industries, trying to find out how you can get them to do whatever is known in science. Trying to develop the science and then trying, the hardest thing, you can do certain things in science but if you can get them to apply on a practical basis, so that they mean something to the people. We had to establish an extension type service, you see, to the industry, and that's what we always considered the department, as soon as, it was a service organization. Sure, enforcement was there and so forth, but it was primarily a service organization and we ran it as such.

And of course, and the other thing, it's sort of amusing in a way, that, and you've heard of this from bottoms up industry, doing things from the bottoms up and training people. Well that comes from [W. Edwards] Demming who went over with MacArthur and taught the people in Japan. If they were going to be successful in rejuvenating their empire and their (*unintelligible word*) that they were going to have to listen to the people that were doing the actual work, you see. Well, it's sort of laughable, because when we started out and hired people, we hired people that had real good training in biology or whatever, you see. And then it was a matter of them working and learning as much as they could about the industry, and applying what they knew or what they could find out the literature was telling them that other people might be doing, you see. And it was always, any of the decisions that were made in our office in Augusta were, believe me were from the bottoms up. They weren't arbitrarily saying, we're going to do this and that and the other thing. They were a matter of calling in the people that were actually most knowledgeable. And conferring with the industry that was most knowledgeable. And then going ahead and either supporting legislation or not supporting it, or regulations. And putting them on, on the basis of the practicality and what is known by the people in the industry as being more beneficial.

And then also trying to convince the legislature, trying to teach them, and teach every governor that came along. I mean, when you come right down to it, but we've had some good governors. We had, Stan Tupper was, you asked me about Stan Tupper. And he came in and we were a little bit disappointed more than a little because Bob Dow, the fellow that I worked with, was commissioner for a while, Bob took over that job, so [*sic* Dick Reed] Ronny left. And after, Dick Reed left rather, and then we were rather unhappy with Stan, I mean the fact that he held that position. Because Bob was commissioner, you see, and came back down to be research director and, which is the job that he really wanted to do, he didn't want to be commissioner. I mean, (*unintelligible phrase*) he wasn't cut out for it psychologically, or any other way. And Stan came in and his attitude was, by golly we're going to do the best we can for this industry; politically, biologically, sociologically, any way that you name it. Now go ahead and do the things and I'll support you. And that was his attitude.

And he was very incisive about asking good questions about things, you know, and made wonderful presentations to the legislature on bills on one side or the other, which we all thought

needed either supporting or not supporting. And then of course he was very, very influential when he went down to congress, matter of fact we passed, as far as the fisheries are concerned some of the most beneficial legislation, when he was down there. *(unintelligible phrase)* Kennedy bills and we worked with him on that. And I was co-chair of the biological committee of the United States Marine Fisheries Commission, also representing the commissioner in these things at the time and working with the commissioner on it, with Ronny Green. And so Stan and I always got along very, very well. I saw him just a short time ago. I call in to see him in his office once in a while. He's incidentally, he's now taking workouts and out running and dog trotting a little and in good shape. And just a very interesting person, you see.

AL: What were, when Muskie was governor, how, what changes did you see or what influences did his governorship have on your department?

DW: Well actually, actually the governor, I saw him as being sort of a strong right arm and supporting us and trying, and getting, and supporting bills and supporting the legislation and that sort of thing, you see. And the governor that will do that, my goodness, when a governor will support you and know something, and be intellectually curious about what you're doing, and he was, you see. And so he was, as far as we're concerned, an excellent governor for the fledgling, getting the whole operation going which we were trying to do at the time. I mean, from a research development point of view.

AL: In later years, when he became senator, did he support your issues?

DW: Well, thank goodness, thank goodness, yes, of course. Thank goodness when he had the Clean Waters Act. And of course one of the most difficult things that we faced all the time, as far as my particular position in shellfish, the position that we faced was to try to get people to see that the pollution of the water. And not taking care of the pollution was such a damaging thing that it was so damaging industry wise, damaging to the ecology, damaging to the, or being able to utilize the resource, all of these things, you see. So he was always our hero, certainly. And the things, and then, of course, we were hoping he was going to be president, you know, and that sort of thing. And of course Frank Coffin had a great deal to do with Muskie's early, early development and training and stimulus and so on and so forth. Frank worked with him very, very closely, as you probably know. And, have you interviewed Frank Coffin?

AL: Uh-hunh.

DW: You have?

AL: I haven't personally, but the project has.

DW: The project has, yeah, oh good, good. And so I give Frank so much credit for Muskie's early, early success, you see.

AL: What do you think Frank Coffin's role was? In what area was he very strong that helped influence and make Senator Muskie successful?

DW: Well you know, that's a hard question of course, for me to answer really, you know. I wasn't, you see. . . .My attitude always had to be, as a state employee, that I really didn't pay too much attention to the Republicans and the Democrats and whether they were this or whether they were that. I was concerned on whether or not they would support the programs that we wanted, that we thought were critical to the industry, and to the fishery, and to the resources, you see. And now, Muskie's act particularly was, when he, the Clean Water Act and so on and so forth, had influence we'll say on our Department of Environmental Protection, which is a very difficult department to work with. Because they came under the influence of governors that weren't a damn bit interested in the environment and the resources, and so on and so forth along the way, you see. And so we've had some difficult times with them, and, but thank goodness.

Now for instance, I was very active here in the (*unintelligible word*) program, the Casco Bay (*unintelligible word*) program. And I pushed right on, right from the beginning of that program with the federal people, with the state people and so forth, that they had to pay attention to the resources because it was concern for the resources that would lead people. . . .For instance, the polluted clam flats. Knowing it was polluted, knowing they were polluted and what was polluting them and so forth, would lead people to do the necessary clean-up of both point source pollution and non-point source pollution, you see. And then, of course, in this whole area the Friends of Casco Bay have been a tremendous force in this whole part of the world, and I'm on the board of the Friends of Casco Bay, and doing a tremendous amount of good work there in this area. And their influence is (*unintelligible phrase*). Another influence, another area that I've worked with is, of course, the area in the mid-coast section, mid part of Maine, which is the Penobscot Bay, the Island Institute, you see. And then of course I work with the people Down East and through the Beal's Island hatchery. So I've been working with all of these people all along the coast, because that's what I've always done.

AL: Is there anything that I haven't asked you about, a certain area of your career or your life that you feel would be important to record in this interview, or anything that connects you with Senator Muskie?

DW: Well, no, we've talked, to sort of reiterate, we talked about the fact that he appointed the commissioners, you see, and supported them, and was interested in what they did. All governors haven't been, as you may know, may or may not know (*unintelligible phrase*). And he was, we was very, very proud of what he did, you see. And he made, of course encouraged the, the governor has to encourage the legislature and backs up the bills that they put in, in behalf of a particular industry, or what is happening to a resource, and that sort of thing. That, he certainly influenced the attitudes of people, you see, that's the most important things I think were the things that he did. And the things that he did after he left being governor, that probably had the greatest over all impact, you see. He had the training as governor and then went on and did all of these other things which from a national point of view, which is reflected in his bills and the things that he did.

AL: Now, as one last question, I know you were talking to me about, that in order for people to understand and use their resources that they have locally, you really need to be in touch with the people. And I'm wondering what your perspective was as to the attitudes of fishermen that you dealt with. What were the attitudes of the fishermen towards officials and the political people,

state officials and politicians? How did they deal with you, because they must have had to interact with the legislature?

DW: Oh sure, sure. As a matter of fact, when we have bills in the legislature that we know that are going to affect the fishermen, we're always very anxious to let them know that these bills would have an impact on what they were doing, you see. This is the type of a lobbying that you could do on a sort of a low key, low pressure, you see, that sort of thing. And you tried and hopefully you could educate the legislators. That was a big job that we always had, is try to inform them about the fishery, try to inform them about the things that were going on. At one time I arranged a program, whereby we got the legislators and the Marine Resources Committee to go out all along the coast and hold meetings along the coast, and go out on the clam flats and interact with the fishermen, you see. And that was a part of the things that the department could do.

And then another thing, I arranged a junket up into Canada with several legislators and some of the industry people, but primarily the legislators, to see how the other half lived. To see how much encouragement the federal, the both provincial government and the so-called federal government in Canada, was giving the fisheries and how much help that they give. And I lined up my friends in Canada to wine us and dine us and tell us how they were helping their fishermen and what they were doing, and all that kind of thing, you see. And a whole week that we went up there and saw different types of fisheries and what they were doing. And that was a part of my way of getting at the educational, the department's way, in collaboration with the department people, not, I hate to say *I* did this. No, *we* did this is a better word for me to say in all of these things, our educational program that we worked out with the schools, the, what we did with the fishermen.

And then of course we had to work very closely with our law enforcement people. Bob and I used to attend their meetings regularly. In fact, we set up the first training programs with the law enforcement people and had somebody, people from the attorney general's office, come in and lecture and do that sort of thing, you see.

AL: Was that sort of letting them know what the laws were on the waters and . . .?

DW: Oh yeah. I mean to, not only that but we looked upon them as our right hand people, so that they knew, they heard the fishermen talking, they saw the situations. Then they could inform us. And then we, in turn, could do what we could do, or work with them and see how they thought we could help the fishermen. This was sort of a, that's why it was from the bottoms up, we've always, we always ran the outfit from the bottoms up. It was never dictatorial: do this, this, that and the other thing, we'll do this program--without thoroughly going it over.

And we used the same attitude with things that we did with the federal government, too. I mean, we, in fact we set it up so that the federal government set up a clam investigation at Boothbay Harbor. We had, and we did this also through the Atlantic States Marine Commission very early, and had a meeting at Boothbay Harbor. And we had the best scientist on the east coast here come and review what was going on, review our problems and that sort of thing. People from Woods Hole, people from down in, from Washington, the chief of the fisheries come to the

session. And then it was decided that they would, the best thing to do would be have a clam investigation for New England. And would you believe that there's something couldn't be done today, you know, in a year's time, a clam investigation, the people that had been hired and the people who were on duty and doing their job, within a year, because we had our friends in Washington, you see, and we had lobbied them in a sense and brought them up here and so on and so forth. And, it was all very low key, very informal. A heck of a lot of it was personal contacts rather than official, you know, types of things. It wasn't a paper trail; it was contacts, direct contacts with people.

AL: Do you think it was a little bit easier that way?

DW: Oh, of course it was. I mean now, people go mad with the paper shuffling and everything. And of course, then people lose track of other people, they don't know. I think what we did, we put our money and our faith and so forth in people, really. And knowing the people at all levels, knowing, personally knowing the people, what you could do, how they could help you, how you could help them, whatever. And we had some wonderful, wonderful people on the committees in Marine Resources who helped us so much and did such a good, good job.

AL: Thank you so much for your time.

End of Interview