

destroying all before them. The French fled in all directions; Some of them making their way up the River toward Canada, were struck with the beauty and fertility of the country above the Grand Falls, and conceiving that they were not likely to be disturbed formed the settlement of Madawaska.

From all that I have been able to learn of this foray of Capt. Rogers and his rangers, I believe, that the less that is said about it, the better. *

In 1761, Fort Frederick in this Harbour was garrisoned by a Highland Regiment. In this year, the Harbour of St. John was first regularly surveyed, by Captain Bruce of the Royal Engineers, and I will now show you a large map which I have had executed from his survey.† At this time the Provincial Governments became anxious to secure the possession of the River St. John, and prevent the French from resuming possession of its fertile banks. New England had also a particular interest in the matter, as numerous attacks upon their borders, by the Indians, were generally planned and fitted out on this River.

The Governor of Massachusetts, in 1761, dispatched an exploring party, for the purpose of ascertaining the position of affairs and the state of the country on the St. John.

The leader of that party was Israel Perley, my grandfather, who was accompanied by 12 men in the pay of Massachusetts. They proceeded to Machias by water, and there shouldering their knapsacks, they took a course thro' the woods, and succeeded in reaching the head waters of the River Oromocto, which they descended to the St. John.

They found the country a wide waste, and no obstacles, save what might be offered by the Indians, to its being at once occupied and settled, and with this report they returned to Boston. In May 1762, a party of about twenty, came to this Harbour of St. John, in a small vessel from Newburyport. Mr. Samuel Peabody, Mr. James Simonds, and Mr. James White, were the three principal persons of this party.

They arrived on the 19th day of May 1762 and landed at Portland Point, where there was a small clearing and the traces of an old French Fort.

(Mention the skeletons at Portland Point.)‡

Fort Frederick was then occupied by a company of soldiers from Halifax, the Highland Regt having left. Major Guilfred Studholme was the commandant; the second in command was Captain Butler, the grandfather of Pierce Butler, the husband of Fanny

Kemble. The party of adventurers who had arrived from Newburyport brought with them from that place the frame of a house. They landed and raised it on the 20th May, and on the night of the 21st they occupied it. Mr. Samuel Peabody, to whom the house belonged, lived in it afterwards, and it was subsequently occupied by Mr. White (the father of our excellent sheriff,) for many years.

(To be continued.)

FOR THE REVIEW.]

Notes for Teaching Music by the Tonic Sol-fa Notation.

ELEVENTH PAPER.

REVIEW OF THE PRINCIPAL POINTS IN FORMER PAPERS.

Those who study this notation and the principles to be observed in teaching it, will find it natural, simple, true and complete for all kinds of vocal music.

Be careful always to teach the thing to be taught, and only after this is mastered, give the sign.

Try to secure correct position whether the pupils are standing or sitting, and cultivate correct breathing and purity of tone. The mouth should be well open, and the vocalized stream of air should strike at the root of the upper teeth, not farther back in the mouth, which would produce a nasal sound. Let the teacher go round and ascertain whether each pupil sings in tune; if not try to bring him to do so. Do not allow him to sing with the class, but carefully listen until he can sing in tune. Justice to the class requires this; and thus the pupil will learn most quickly to sing correctly. The teacher should never sing with the class, except when he is singing a different part. Let him only sing when the pupils are silently listening to his pattern.

The first step consists in teaching the Doh chord. Do not ask the children to sing any of these three notes until they have learned to recognize first the d, next the s, then the d and s, and describe their characters. And now the pupils may sing the two tones after the teacher has patterned them softly. Get these sung in any order to the tone names and to the syllable lah, from the manual signs, or pointing on the modulator, and next from the signs or notes written on the black board. Remember to change the pitch of d frequently. Next get the pupils to discover the new note me, to describe it, to recognize it. And only then ask the class to sing it from the teacher's pattern, and at first only descending from s. After the pupils sing it with freedom they may sing m, passing from d to s. Always when the pupils sing a note correctly remind them of the character or mental effect. Ask them to think the note and then sing it.

In each lesson give some ear exercises.

* An interesting confirmatory reference to this same event is to be found on p. 102 of "Notitia of New Brunswick," a rare and interesting book published in St. John in 1898. W. F. G.

† A copy of this map, probably the very one shown by Mr. Perley, is now in the Crown Lands Office in Fredericton. W. F. G.

‡ Here and there through the Ms. are references like this—evidently subjects of side remarks by the lecturer. W. F. G.