A Legacy of History

Cambridge-Narrows, N.B.

Volume II

Historical Landmarks of the Area

This publication is a joint production by the Cambridge-Narrows Community School "Legacy of History" Project and Queens County Heritage

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A Legacy of History: Cambridge-Narrows, N.B. Volume II
Historical Landmarks of the Area

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Introduction

The goal of this project was to identify and learn about some of the heritage sites and buildings in our area. We tried to collect information about a variety of places – houses, a school, lighthouses, and the river ferry, all things that are still here. Also we were particularly curious about places like a mill, match factory, and shipyard that no longer exist.

Through research followed by interviews with local people who know about the history and working with these things, we were able to find pictures and information for this booklet, Cambridge-Narrows Community School's "Legacy of History" Project, Part II. The videos we produced are a major part of the project, and copies of all of this material will be kept at the Cambridge-Narrows Regional Library, the Queens County Heritage Research Center at Gagetown and in the Provincial Archives of New Brunswick.

The selection process took some time because it was hard to limit ourselves to six sites. We chose the lighthouses and the ferry because transportation was, and still is, important to people here.

There is a record of a ferry service of sorts that existed in the summer of 1811, when a Mr. Birdsell conveyed Major Joseph Gubbins across the river from Grimross Neck to Jemseg. Earlier than that, in the 1790s there is written evidence that Samuel Tilley, (Loyalist grandfather of Sir Leonard) was petitioning the government of the day for publicly supported transportation across the St. John River between Gagetown and Jemseg. Our ferry service has a long history.

By 1825 there was scheduled boat service from St. John to Fredericton during the months the river was ice-free. From that period onward, riverboats were common vessels on the river for well over a century, so lighthouses were necessary navigation aids, especially during hours of darkness. The river steamers were not the only craft to need the lighthouses. From early days until the first decade of the twentieth century thousands of locally made and owned woodboats carried freight between the cities and all up and down Grand and Washademoak Lakes. These relied almost entirely on wind power, and sailed whenever conditions permitted, so these guiding lights mattered to them too.

We chose the three houses for various reasons; they were old, unique, or the home of a famous person. Anthony Flower's house was the home of a talented and important pre-Confederation artist, and although it is a modest little country house, it has been beautifully restored by Queens County Heritage to include a small gallery to display his work. Dr. MacDonald was an important person in the community, and his well-documented home is a fine example of late Victorian architecture. The Robinson house was built in 1816 by the son of a Loyalist and has been in the same family ever since. The Robinsons were farmers and entrepreneurs, whose mill, factory and shipyard were typical of village development in the St. John River valley in the nineteenth century.

We should note the reason for using the spelling, "St. John" as the name of the port city at the mouth of the river. The river itself has always been spelled St. John, and throughout most of its existence the city was spelled the same way. Consequently, when we are referring to nineteenth century conversations or documents we have retained the original spelling. It was early in World War I that the spelling "Saint John" was adopted officially to make it easier to distinguish it from St. John's, Newfoundland, another port city that also was heavily involved in military and naval activities.

The success of this project owes a lot to teacher Margie Goodin who, along with her students, put hundreds of hours into this production. Throughout, Ms. Goodin was aided and abetted by other staff members, Queens County Heritage staff and volunteers, the Cambridge-Narrows Regional Library people, and various other community volunteers.

Thank you all, from the Grade Ten Class, 2011 at Cambridge-Narrows Community School!

President of Queen's County Heritage - Bruce Thomson
Interview by Malcolm Cole

Welcome Bruce Thomson, President of Queens Country Heritage. Thank you for coming today to support the "Legacy of History" Project. Can you tell me about your interest in collecting historical information?

Well, thank you very much. I'm really excited to be here today. Queens County Heritage is very pleased to be part of the project. We were one of the original partners in the "Legacy of History" Project; we participated in phase one and are happy to be part of phase two as well. For me personally, the interesting thing about historical research, and why I enjoy it so much, is that I truly believe we are all life-long learners, and want to know what's going on around us. A project like this is a perfect way to bring this information together. I love the sense of personal discovery and finding out new things. Everyone loves a good mystery; this is all part of it. It's good story telling, and everyone loves a good story. Hearing those stories and hearing about our community is special. Bottom line, it's just plain fun; this is the best job in the world.

In your opinion, what is the importance of gathering historical information?

I think it's incredibly important; otherwise I probably wouldn't be involved in this project or in this field of work. But that's a tough question to answer. What it comes down to is that it's important because it celebrates our past and enriches our future as well as our present. What I mean by that is, it provides an understanding of the "who, what, when, and why" of our communities. We find out who we are and we can celebrate that. What it means to our present is that we can take pride in our past and then that provides us with opportunities for current development. This could be cultural development, development in the arts, political development or economic development, which of course is very important to a rural community.

What do you feel is the significance of collecting oral interviews to capture historical information?

I think oral interviews are one of the best ways of collecting historical information because you are actually speaking to people who have lived in those times. Often in historical research you rely on documents or other books, which are great, but sometimes you have to make a number of assumptions that are qualified by worlds like "possibly, probably, maybe". With oral interviews you're actually speaking with real people who lived, who experienced, those particular things. If you want to know what life was like in the Great Depression, you can talk to someone who has experienced that. If you want to know about developments in World War Two or anything later, then you can find out about that. The first-hand experience makes it much more personal and it certainly makes it much more real and relevant to the project you're doing.

Why is it important for students to discover and learn about historical landmarks?

I believe it is really useful to engage students in, and to let them learn about, the buildings and the properties they pass everyday. Why is that important? It gives all generations, but young people in particular, a sense of place and an understanding of their community. It also gives them pride in their natural and physical surroundings and in their province and country. It even fosters a sense of nationalism to do a project like this. Getting students involved engages the next generation, and as we move along in history we always require new people to fill the roles of gathering information, preserving memories and sharing the stories.

What do you think about having partners when researching and collecting historical information?

To have partners when you're collecting this type of information is fundamental in making the project successful. It allows the sharing of expertise from the school to heritage organizations to archival organizations. As well it connects the community across the generations with students interviewing seniors. It helps students understand what goes on in a heritage organization, and what happens with archives. It provides opportunities for learning for the students. The school is involved in this, so students find out how much fun learning can be and experience the sense of discovery that's involved. It's a great opportunity

to connect across the community and get everyone involved in the research and the results.

How important is gathering information for Queens County Heritage and the Provincial Archives of New Brunswick?

We think it's very valuable. We are the "keepers" of historical resources. People expect places like museums, galleries, and archives, to preserve this information. In these days when we might not have the resources to do everything that we want to do, it's a privilege to partner with the schools and get the students involved in collecting information. Then when they pass it over to us, we are the ones who are able to preserve it into the future, because that is what we do. We collect, we preserve and we interpret both now and well into the future. The community looks to us as guardians of these stories and we take that role very seriously. It's really exciting for us to have students engaging seniors and learning those stories and gathering the information. Otherwise there's a chance it might be lost, and we might never be able to recover it, and certainly not in the first person as you people have done so effectively. For all of us it's important to celebrate and maintain the Legacy of History.

Thank you, Bruce Thomson for sharing you experiences and interests with us. Thank you kindly.

Thank you very much for the opportunity to be with you this morning. It's very exciting for us, and Queens County Heritage is very proud to be part of the Cambridge Narrows Community School's "Legacy of History" Projects.

Anthony Flower House – Susan Belyea
Interview by Cody Bright, Devon Graves and Sydnee Lowe

Anthony Flower built a small one and a half storey frame house on the shores of the Washademoak Lake in 1818. We understand that this is a historic house restored by Queens County Heritage. Why do you feel that it was important to preserve this landmark?

1. Well, it's important for quite a number of reasons. One being that it was built in 1818, which means that it's one of the oldest structures in the community. The other thing is that Anthony Flower is a really important artistic figure in Canada, not just in New Brunswick, not just in Cambridge-Narrows, but in Canada, because we have very few examples, especially of portraits from the pre-Confederation era. Another reason is the nature of the work that he did – he did a lot of portraits of very ordinary people – the kind of people that normally wouldn't have had portraits done. There was no photography in his early career; we don't have images of people at all from that time. The exceptions are what artists have done, but of course artists didn't often paint ordinary people. But Anthony Flower did, because that's what he had available in his community.

2. How did the project get started?

It started with a teenager, Eric Bond, who fell in love with the house and thought that it ought to be preserved. He knew that it was slated to be torn down and put pressure on his grandfather, Russell Bond, who was the Chairman of the Board of the Queen's County Historical Society to do something to save the house. As a result the Queen's County Historical Society approached the owner, the building was donated to them and eventually the money was raised to move the house to another location. Land had to be bought and so on. That's how it started. It was a teenager's dream.

3. What's your connection with the landmark?

Well, I have several. One is that I grew up near it and I've been very familiar with that house almost all my life. Another thing is that I was on

the Board of Directors of the Queens County Historical Society and I was really interested in keeping the project going because it's in Cambridge-Narrows. I grew up here. I am interested in the development of the community.

4. How many people lived in this historical home?

I am not entirely sure. There are records. There are people who know. I am just not one of them. But there were quite a few. The house stayed in the family for many generations and there were times when there were several generations of people living there at once. There is a history of how the house was expanded to accommodate those people so it's a considerable number of people and almost entirely Anthony's descendants and their wives.

5. When did you first hear about Anthony Flower?

Oh, probably when I was about seven or eight years old because I used to go to the property. Actually, when I was a kid, we used to go there fishing because there was a brook, the Flowers Brook, that runs right beside the property and we used to fish trout there.

6. How has the house changed in 190 plus years?

It's changed a lot. It was two rooms downstairs. It had a kitchen that was very small and it was heated with a fireplace - that was the cooking stove, an open fireplace. And then there was another room attached to that. And then upstairs there was the kitchen chamber, a room above the kitchen. That would be the bedroom, possibly the only bedroom. Years later, the wall between the kitchen and the other downstairs room was removed because the fireplace was replaced with a wood-burning kitchen stove. That made the room too narrow so they had to take out that wall. It made one large room. Also, at the back of the house they added a pantry, a back entry and another small bedroom. It made the house kind of a saltbox shape. Later on, a parlor was added on the other end of the house and above that parlor were two bedrooms. So that made three upstairs bedrooms - one big one and two small ones. Later on, yet another bedroom was added at the back of the house. I think they called it "Martha's bedroom" to accommodate a member of the family

named Martha. The house eventually had five bedrooms with two downstairs, and three upstairs, and it had a parlor, which is now the gallery. Over the years (when the stove replaced the fireplace) the two downstairs rooms became one good-sized kitchen. The pantry, the back entry and the small bedroom are at the back of the house. It's quite a sprawling place, although many of the rooms are tiny.

7. Can you tell me about Anthony Flower's paintings?

Queens County Heritage owns almost thirty of his paintings. The New Brunswick Museum in Saint John owns some, there are some with the Beaverbrook Gallery in Fredericton and there are many in private collections. Some of them were inspired by illustrations in newspapers. Newspapers in his day didn't have photographs. They had illustrations made from steel engravings of drawings that various artists did for the newspaper. Anthony would make paintings from those illustrations. He did some paintings of local landscapes and he did a lot of portraits of people in the neighborhood. We have seen quite a lot of portraits of our ancestors from this area.

8. Did Anthony Flower sell any of his paintings, and if so, for how much?

We don't have any records of him selling any. Any paintings were probably given to people but they are scattered about. Many of his paintings though were found in the house when it came time to sell the contents of the house. There was an auction and that's when some of the paintings were discovered.

9. Did Anthony Flower have any possessions that are still in the house?

Yes. There are objects in the house now that were there when the house was emptied of its contents at the auction. It's hard to know exactly what belonged to him and what may not have. But we are quite certain that he sat at the kitchen table to eat his meals, and the cradle supposedly was made about 1821 just before Anthony and Mary's first child was born. And there are other things that appear to have been there from the beginning. There are things that relate to his artwork specifically and several other small objects.

10. How important is Anthony Flower to our history?

We are learning that Anthony Flower is really important nationally, not just locally. We have so few pre-confederation painters, and also the nature of his work is portraiture and that's important. As a local figure, it puts Cambridge-Narrows on the map – a tiny village and not very important in the grand scheme nationally. We are getting visitors here as a result.

11. How important is the Anthony Flower house for the community?

It lets us know about our own local history. It's a destination. Cultural tourism is big now. People visit galleries and museums, and the little gallery that we have in the house attracts art lovers and history buffs to the community. There is a gift shop that provides employment for students who work there and act as tour guides.

Ms. Belyea, Cambridge-Narrows Community School would like to thank you for sharing your knowledge about Anthony Flower. We appreciate the time that you have shared with us.

An image of Anthony Flower's House painted by the artist in 1870.

Susan Belyea

Anne McLaughlin

Cambridge Rural High School

The current Municipal Building was built in 1951-52 to serve as a consolidated high school. This step was of enormous social consequence to the area, a fact that is recognized by designating it a local historic place. Architecturally the building is the basic consolidated school design of the period, few of which have survived. The grounds are scenic and include a shingled bandstand of recent construction.

Before Cambridge Rural High School opened in September 1952, young people in Waterborough, Jemseg, Cambridge and Codys, as well as all the communities in between, had to leave home to attend high school. Those who could afford it boarded away from home to attend the County Grammar School at Gagetown, or the schools in Sussex or Chipman, while others did high school correspondence courses helped by former teachers in their communities. Dozens if not hundreds of people in this area would not have obtained a high school education had this school not been built. For this reason the Municipal Building, still very recognizable as the former high school, is a historic place because of the huge difference it made to the lives of people in this area.

An article in the Telegraph Journal for September 2, 1952 has a headline "New School Will Make a Difference". The story says, among other things, "This structure will serve pupils from 17 districts," It has a picture of D.O. Mott, Chairman of the School Board, and a picture of the new school with the tape still on the windows. It goes on to list the other school board members: "George Gunter, R.J. Lawson, Leigh Slipp, William A, Gilchrist, Levi Farris, and W.H. Gamblin, secretary."

"The teachers in addition to Principal (Charles) Kelly, are Mrs. Dorothy Hetherington of Codys; Garfield Dykeman of Jemseg; Mrs. Ethel Smith of Lower Cambridge and Mrs. Margaret Connell of Codys."

"The school is situated in a beautiful setting over-looking both shores of the Washademoak. The site contains some five acres, fronted by a row of lovely elm, oak and maple trees for some 500 feet. It is in the center of the community and presents an attractive appearance from all approaches."

"The need for a new school has been felt for many years. A quarter of a century ago the residents first sought a new building to meet the needs of the community. Now their fondest hopes have been realized."

Anne McLaughlin, Former Principal of Cambridge High School
Interview by Sydnee Lowe

1. How many grades levels were there at the school?

Grade levels were from 7 to 12, and we only had one classroom of each. We didn't have two grade 7's or two grade 8's. In the classes at the junior level (7, 8, and 9) the maximum number of students was around 35. However the largest class I ever had at Cambridge was a grade ten with 24 students. At that time we had six teachers. When the school was built in 1952 they knew it was going to be a high school but it was basic and they never considered including a laboratory or a library.

In the early years we had to improvise; eventually they turned the grade 12 class room into the laboratory by putting in sinks and upper shelving. Later we got a library which was a big closet in the hallway. So even though we were not fully equipped, compared to what we had before, it was wonderful because there was nothing like a high school in the area. It was quite a change!

2. Anne, you mentioned earlier about the science laboratory and the library. Is there anything else about the layout of the school you remember?

Well yes, we did start out with a good auditorium and gymnasium. The gymnasium wasn't high enough to accommodate some of the sports like basketball so instead they started badminton, which was easier to handle in that venue. Our two main sports were volleyball and badminton. Also for a few years we were fortunate enough to have a teacher that had a physical education degree plus an academic degree. He was able to teach courses and do other physical education type things in the gym. . We utilized it a lot, especially in the wintertime and there was always a lot of pressure to treat the various levels fairly. With students from grade seven to grade twelve their interests would vary and I remember rivalry over who would have the gym at particular times. We always managed to carry on a certain degree of sports but we never got to the point were we could enter competitions because we really didn't have the facilities to train students.

3. What was it like to be an administrator in a small school over-seeing only six teachers?

Of course I was a regular teacher from 1954 until 1968. When I took over the administration in ’69 my role changed somewhat, but I was still a full time teacher. This meant I had to teach at least four or five periods out of six each day. So that gave me one hour to do administrative work which was mostly spent in the office on communication and paper work. Altogether I was very fortunate with my teaching staff and we were pretty much like a family. I never had to do much hands-on or supervising the teachers. They all knew their roles and we were really lucky with the teachers at Cambridge Rural High School.

4. What were the grad classes like, as well as the graduations at Cambridge Rural High School?

Well, the graduation classes ranged from 24 or 25 students down to 7 or 8. Although we were a small school with limited facilities we were very lucky with our student population graduating people who today are lawyers, doctors, nurses, teachers, and engineers. I believe our graduates have represented us throughout every profession. Even with the facilities we had, we were able to inspire our students to work hard and to become useful and productive citizens.

In our teaching staff we managed to get some very good leaders. For example, we had a teacher that was very interested in art, and she herself was very artistic. She brought an art program into the school, she encouraged others to participate in art, and she did so many extra things. One time she got interested in pottery and because we had a local potter in the area he helped her to get right into pottery with the children. She had a potter’s wheel that they’d use, and then she’d take things out to this man’s pottery kiln and finish them. She also got the students interested in the history and background of art and would take them on trips to the museum in Saint John and to art galleries. She really opened up opportunities for the students. One of her students now has her own pottery business in the area, and she does beautiful work, while other students have gone on to craft school. That was one area where we were different and undertook a new direction. In spite of the fact we only had six teachers, we were able to offer extra.

Another time we got lucky with our music program. One woman in the area was an accomplished musician and under her leadership music in the school flourished for several years. First of all she started to volunteer at the school just on her own but then the Home and School Association became very active and was able to get grants and things like that to support the music program. Then she became a full time music teacher, and with her encouragement we entered the Music Festivals. Also we held our own Music Festival every year, and we had adjudicators come to judge the contestants. Initially the only students that participated were our 7 to12s because the 1to 6s were still in their small rural schools of which there were at least ten. We were very fortunate to have this accomplished music teacher at the high school. Then the rural schools came by school bus to our festivals to perform. Even the people in the area that didn't have children were interested and involved in the schools through this program.

Another thing too was the auditorium was the only large public venue in the area. It was used a lot by the community and, of course, as a consolidated school Cambridge High served not only Cambridge but all the communities around it. It was central to the area and the gym/auditorium was where all the public and recreational gatherings were held. It was the site for most main events and was a big benefit to the whole larger community.

5. What was the most exciting thing that happened during your years of teaching?

One of the major things that affected the school was the Ground Hog Day Gale on February 2, 1976. The biggest thing that affected the school about the Gale was that the covered bridge over Washademoak Lake blew down, and half of our students lived on the other side of the lake. So we had to make alternate arrangements for transportation. The normal travel distance was about 6-8 miles, and that increased substantially.

They had to reroute the bus from Cambridge to up around Young's Cove Road, down around Codys then back down to Big Cove on the other side of the lake. That was a very long drive. Students weren't getting home until after dark that February. Some of the students came up and went to

where the old bridge had been and maneuvered some way to get across the lake. We forbid them from doing it but somehow or other they would escape the regulation and walk across both ways. They made something like a cross walk and that was quite a headache but we had to contend with it. That lasted until spring, then they put on a ferry but the bus still couldn't go across on the ferry. It wasn't a real ferry, just a scow, so the bus still went all around the Cove. We had to adjust everything over time so the youngsters could at least get home before dark.

6. What kind of community events happened at the school?

As I said earlier it was a very important venue for the community. All sorts of public functions were held there including conferences, political meetings and nominating conventions. Also the community used the building a lot for fundraisers like suppers, auction sales, flea markets and concerts. Just about every major community gathering would have been held at the high school. We made really good use of it.

7. Can you tell me about community involvement with Cambridge Rural High School?

One of the first projects that occurred after the school opened was the formation of a Home and School Association. We had a large membership, and because the area was so scattered, and transportation wasn't what it is these days, we had permission to use the school bus. One night a month it picked up people that wanted to go to the Home and School meetings at the high school. The auditorium would be packed with people because everybody was very keen on getting a school started and getting things established. They really did support us in everything we tried to do and they were a big factor in getting the music festival started. That music festival was a big event; it lasted about five days and we transported elementary schools children to the high school each day. It was the Home and School Association that really made that possible.

They also helped getting permission and getting money together the first year we started a senior high school trip to Ottawa. We held it every three years for several years. We planned it that way so that every high school student would have an opportunity to go, because once the three years were up we'd have a whole new batch of kids.

That was a very expensive trip. The Home and School Association backed us up completely in that and so did community organizations like the Legion and the Women's Institutes. We also had fundraising affairs in the school to raise money for the trip. The very first trip we took we flew, which at the time was a great novelty, for most students and for myself, because most of us had never been on a plane before. Our trip lasted a week and we always stayed at the University of Ottawa, right down town. I went on four trips and with grades 10, 11 and 12 we had about 60 or more students. There were only two teachers, that's myself and one other teacher, so we surely had our hands full supervising all those students. Those Ottawa trips were our greatest endeavor and accomplishment!

Anne, what was the transition like between the old school system and the new school?

When the new Cambridge Rural High School first opened the rural schools remained for children in grades one to six. But gradually really small schools consolidated and they would combine two schools in one. They did that until a new elementary school was built. The new elementary school was meant to accommodate grades one to six, and at that time most rural schools, that were still functioning and teaching grades one through six, were closed and the students were sent to the new elementary. However the new elementary wasn't large enough to hold everyone so some small schools operated for a few more years until there were fewer children or until some portable classrooms were added to the elementary. Now, that's gone as well because the present day school accommodates kindergarten through Grade 12.

Mrs. McLaughlin, Cambridge-Narrows Community School thanks you for your time.

Thank you for participating in this program and I am sure you are learning a lot. I find it wonderful that you are getting out and meeting the public, getting to know your community. You're doing a great service to the community by this project. I am sure you are gaining a lot from it and we are too. Thank you.

Dawn Bremner

Dr. MacDonald House – Dawn Bremner
Interview by Brandais Baisley and Carley Hamm

The house known locally as the Doctor MacDonald house is a lovely late-Victorian building on a hill overlooking Washademoak Lake at Cambridge-Narrows. It is a graceful, colourful, well-maintained home cherished by its current owners.

1. Was Dr. MacDonald the first one to own the property or the house?

He wasn't the first to own the property. The person who owned it directly before Dr. MacDonald was Dr. William Bell Little and his family. A small house behind the Dr. MacDonald house was the Little's house, but that was torn down shortly after Dr. MacDonald built his big house closer to the road.

2. What do you know about Dr. MacDonald?

Our Queen's County Heritage has Dr. MacDonald 's daybooks - journals beginning about 1867. Going through those, we have learned a lot about Dr MacDonald's lifestyle. He was an interesting and important person in Cambridge-Narrows and surrounding area.

His father and mother were Alexander Black MacDonald and Janet Hendry MacDonald. Their next to youngest child was Malcolm Campbell MacDonald, and because his mother, Janet, wrote diaries about her life we know a lot about Malcolm from the time he was young. He went to school at Central Cambridge and when he finished school he taught school for at least three years to get money together. Then he went to Harvard to study medicine and graduated with his M.D. from Harvard in April, 1865. That spring he came home to the family farm and his mother wrote in her diary, "Malcolm came home from Boston today. He has a dreadful cough." By May obviously he was feeling better and she records in her diary, "James" (who was Malcolm's older brother) "took Malcolm up to Cambridge today to begin his life's work." And, of course, his life's work was to be a doctor serving this community, which he did until his death in 1916.

At Cambridge he boarded with the Marcus Cox family and practiced medicine. In the daybooks we have at the museum, he records show who he treated and how much it cost them. He doesn't say what ailed them, just puts down their names and how much money they paid him. As the daybooks go on, we see that he got more and more patients. In the 1860s he had perhaps about thirty patients in a month, and by the 1890s he had at least twice that many. It seems obvious that he liked his work, and that his practice flourished.

Dr, MacDonald boarded with the Cox family for several years. We think we have a painting of the father, Mr. Marcus Cox, at the museum. Then after the old gentleman, Marcus Cox, died, Malcolm married one of the Cox daughters, Huldah. They were older when they were married; he was 56 and she was 50, but shortly after that he decided to build her a house.

He built the barn first which is still there, and then in 1897 he started to build a house for himself and Huldah. It's an amazingly big house for two people but that was the style at the time. He was a very prosperous gentleman so he could afford to have a big house if he wanted. In the daybooks he mentions everything that went into building that house, including who built it and how much they got paid. A lot of local men worked on it. Rainsford Coes was the foreman and he worked there the most and got paid the most. But all the local guys helped. They hauled up lumber from the wharf just at the foot of the hill because a lot of the supplies came from St. John by riverboat. He got bricks, clapboards, nails, lime mortar and lots of other things shipped by boat, and he bought locks, hinges, and hardware for the windows from the W.H. Thorne Company. He appears to have supervised the whole thing himself, and built and paid for a very fine home. One of the things he entered in the book was "$3.70 for pictures of new house." (We'd love to have those pictures, but they haven't shown up yet.) So he and Huldah moved into this house and he had his office and practiced medicine there until his passing in September, 1916.

3. Did Dr MacDonald have a family?

He and Huldah were older when they married so they didn't have children of their own. In the 1890s they adopted a little girl named Florence. The story of Florence was very sad. Her father was a Mr.

Thorne. Her mother was a Black and they were married in 1890, but in 1896 there was a family tragedy. They were burning grass and somehow or other Mrs. Thorne's dress caught fire. She was badly burned and died that night and by that point they had five little kids. The father, (you could understand this happening), was just devastated. He was totally blown away by this and couldn't cope with both his grief and his responsibilities. Quite a while after his children were left behind they found out that he was in a mental hospital. The death of his wife was more than he could bear.

The children were adopted, maybe not actually adopted, but parceled out to relatives and friends, so Dr. and Mrs. MacDonald took Florence. She was three years old at the time and became a very important person in their lives. She became the light of their life and lived there until she was grown up. She married a Mr. Campbell, had two children, and named her son "Malcolm".

Dr. MacDonald had several brothers and sisters, and a couple of brothers were quite important. One dearly beloved gentleman, (the same as Dr. Malcolm), was the Reverend Alexander Black MacDonald, his next oldest brother. He, "Black" as he was called by family, was a Baptist minster for about fifty years at Cambridge and MacDonald's Corner, and in the daybook it shows that on one occasion Malcolm bought a horse for him. Malcolm's younger brother William also went to the States to study. He took dentistry and practiced in Boston but came back each summer to see his parents and family. He lived in Boston all his adult life, and after he retired he would spend all summer by the lake at Central Cambridge. He lived to be 101 years old, and we have pictures taken on his hundredth birthday of Dr. William with his long white beard sitting in a rocking chair, looking very solemn. A couple of Malcolm, Black and William's older brothers ran a mill at Central Cambridge, and they had a sister named Susan, who married a McDonald from McDonald's Point on the other side of Washademoak Lake.

4. How many times has this house been sold and to whom?

It's changed hands quite a few times. After Dr. Macdonald died in 1916 his wife lived there for quite a long time and Florence lived there as well. I believe it sat empty for a while, and then Mr. Andy Turnbull bought it

and he and his wife Doris lived there for a good many years. He did a lot of the restoration and although it wasn't in terribly bad shape he restored it pretty much to the way it would have looked initially. After Andy, I believe the Fowler's bought it. It's a very nice home.

5. Have you ever been in the house?

Yes, I was in it a time or two with Andy and Doris Turnbull. Shortly after they moved in a lot of Dr. MacDonald's things were still there; trunks, books and papers and everything. The attic and the wood shed were full of interesting old things. There was an auction at that house. I was there, as were many other people and that's one of the reasons why we have so much information about Dr. MacDonald. At that auction one of the things I bought was a pastel drawing of an elderly gentleman with a beard. They told us it was Dr. MacDonald and we have it at the museum. The daybooks that we have were bought by one of our Queens County Heritage members who kept them for a while and then handed them on to go to the museum. So the day of the auction all of us were through the house and wood shed. It really is a beautiful house inside, and the carriage- house/barn beside it is where Dr. Macdonald kept his horses, carriages and sleds. It's interesting period architecture all done by local craftsmen.

6. What else have you learned about Dr. MacDonald from the daybooks that are housed at the museum?

We learned a lot about Dr. MacDonald from his daybooks. In those days lots of times he didn't get paid in cash; he'd get paid in-kind with things like chickens or oats for his horses. He records in December 28, 1893 that Mrs. Griffin gave him six sheep which were worth $22.50, then he turned around two days later and sold 6 sheep to C.E. Colwell.

From the daybooks we learned about his expenses. The school tax in 1904 was $12.04. He gave a donation of 30 cents to someone who was begging. He did many other things. We mentioned Florence and he bought things for her. Just before his marriage he recorded that he bought a new suit, new boots, new collars and a new shirt. In those days it cost a dollar to go to St. John on the boat and a dollar to come back. Also his household was well supplied with reading material. He subscribed to

the Telegraph Journal for $5 a year, (now in 2011 it costs $195.) He subscribed to the Christian Messenger, and the Christian Visitor, as well as the Queen's County Gazette, a weekly published in Gagetown. He subscribed to a children's weekly paper for Florence called "Little Folks", and he bought books like Lizzie Palmer's "Poems" and the "History of the Baptists in the Maritimes".

Some of his other expenses were bills from druggists in St. John. For instance, he ordered medicines from Hannington's and from Pendleton's who ran wholesale drug companies there. So his medicines would come up on the boat, and when you went to the Doctor he might prescribe pills or a tonic for you. The lists of patients' names are useful too. For instance, if you're doing family research and you don't know whether your family was living here in the 1890s, looking at the list of patients might help. Or if you didn't know when great grandfather died, it might be good to know that he was being treated by young Dr. MacDonald at Cambridge during the summer and fall of 1871.

7. Was there any information recorded about special events or special celebrations?

Yes, there were some special things recorded. I'm not sure whether the events took place in his house; Dr. MacDonald's records don't say where he went out to dinner, or that so-and-so was here for dinner and the evening like lots of diaries say. But he was an out-going gentleman who often attended birthday parties, pie socials, concerts and things like that.

We know about these things because he kept track of his personal, as well as his professional, expenses. The price he paid for a pie or basket ranged from $1 to $3. The birthday parties seemed to be house parties of various sorts, and he gave birthday presents to his wife's nieces and nephews of which there were several. He attended Liberal nominating conventions and other political meetings. He was a Free Mason, and apparently a member of the I.O.G.T. – the International Order of Good Templers, a temperance organization that was active in Cambridge. Also he was a very fine supporter of the Baptist Church because he was brought up in the Church, and certainly his brother was an influence on him. Just one example in his records shows that he made a donation "for lamps for the new Baptist meeting house at Salmon Creek."

From his daybooks we discovered that the good Doctor had a sweet tooth and that he loved candies and nuts. Almost every month finds him buying candy for $0.25, sometimes chocolates specifically, and in one instance he bought a dollar's worth of candy from W.H. White of St. John "for the Sunday School Festival." In another place he mentions buying candy for the Sunday School Christmas concert, and at one point before Christmas he says he "bought candy for St. Nicholas". Another year he bought an eight and a half pound turkey from Mrs. Kemp and the same day he bought nuts, candy and $0.50 worth of oranges, all for the Christmas celebration. So in some ways their Christmas sounds a little like ours. Another big celebration each year was Dominion Day on July 1st. There was always a parade and it was a holiday and huge community event. Dr. MacDonald and his household would certainly have participated in that special day

8. Do you have any closing remarks about the Dr. MacDonald House?

I really like the Dr. MacDonald house. I think it has a very pleasant and happy look to it and is kept up beautifully. It is a splendid example of late Victorian architecture and I'm am very pleased that you are interested in recording it on video. The other special thing about it is that we have all the information about how it was built and who built it and how much it cost. I don't know of any other nineteenth century house that has such complete records of its construction. It is just amazing to have those written records! Lots of times you don't know when a house was built or who built it, let alone how much the bricks for the chimney cost. Dr. MacDonald built a beautiful house and was an interesting man who contributed a lot to his community.

Thank you, Dawn, for telling us about Dr. MacDonald and his house. We appreciate your participation in our Legacy of History Project.

Gagetown Ferry – Ernie Scott
Interview by Gregory Knight, Colton Black and Malcolm Cole

1. Ernie, I understand that you've been running the ferry for about twenty-six years now. How did you learn to run the ferry?

Well, when I first started I worked with another operator for probably 3 or 4 days and I learnt the mechanisms and all, then they put me on by myself and I just picked it up, and you learn yourself as you go along.

2. In 1930, LeBaron Hector was the ferry operator; he earned $883 for the year. How does this compare to your earnings?

Well, we get a lot better pay now than Barry Hector did. His was private at the time; you paid a toll to go across the ferry and that's how he made his money. We get paid an hourly rate, by the provincial government, and my rate of pay is approximately $17.21/hr.

3. How often is maintenance done on the ferry and how much fuel is used?

We do our maintenance every shift. We grease the sheathes and rollers, check the oil in the motor and the generator, and some other checks including the cable. We use approximately 900 liters of fuel a week on average in the summer. We use approximately 1132 liters a week on average in the winter because the motor and the generators are running longer for heat so it uses up more fuel. In the winter season everything mostly runs for twenty-four hours. Summer time you can shut it off and the fuel consumption goes down.

4. What are the dangers of the job, and what happens if the cable breaks?

Well, if the cable breaks, the ferry loses control and it'll swing around and we have to throw out an anchor. We have an anchor on the end of the ferry and when we let it down that holds it there. But we usually wait until we get below the telephone cable that runs across to put the anchor out because we don't want to tear that up.

5. Do you have any interesting stories about things that have happened on the ferry?

Yes, I've had the cable break on my shift and tear the anchor out of the shore. We had passengers on the ferry but we managed to get it in to the shore. We got them off and we had to tie it up. Sometimes a passenger will get a little too excited or panic so you have to keep them calm, but we've been lucky. We haven't had to do any rescues or things like that.

6. Have you ever had to use the lifeboats on the ferry?

I've never personally had to use it to carry anybody to shore or rescue anybody, but we take training once a month. We have to launch the boat, drive it around and we have procedures to practice. We have a muster place you go to, and the deckhand, puts people at the muster. I'm the operator, so I control the whole procedure from the wheelhouse. We have to test this every month and get training on how to get somebody out of the water and into the boat or what to do if somebody falls overboard. Just safety and things like that and we have to wear

lifejackets and be prepared for everything according to rules and regulations issued by the Department of Transportation.

7. When do you see the most traffic cross on the ferry?

Normally its on Saturdays and Sundays and especially holidays. On a normal day of the week probably 200-300 vehicles, sometimes a little more. Every day it's a little different, and there's an average of two people to a vehicle or better.

8. Have you seen any unusual vehicles on the ferry?

Yes, we have an antique auto club that usually crosses with Corvettes, and there is another club that crosses with Ford Mustangs. We see a lot of motorbikes that are fixed up fancy, and antique cars too. They'll have clubs crossing probably back in the specific year of the cars, maybe in the '40s or '50s or sometimes a little older.

9. I understand that the Queens County Fair runs some time around the second weekend of September. What would you say the traffic increase is, around that time of year?

It increases quite substantially. Our flow of cars probably would be getting up around 3000-4000 passengers and 2000-2500 vehicles for the whole weekend when the fair is on. That's probably average; I don't know exactly how many on our busiest day, but it would average out like that.

10. Are there any other special events or regular events that increase traffic?

Yes, Gagetown has an event they call the Rage-in-the-Gage somewhere around the last of July - first of August weekend, and the army area people have an anniversary every four years or so. That increases people, and the marina down on Front Street increases the flow of vehicles, on the weekends especially.

11. Could you tell us about operating the ferry in the winter months?

Yes, when you're running in the winter, especially in storms and everything, it will fill your track and when you go through it rolls over and makes ice. When it gets too thick then you have to bail it out, but as long as you're running in the track it won't freeze completely, so you can keep it open that way. But if you happen to break down it'll freeze over. Then you've got to have a machine to break it, or sometimes we have to dynamite it to open it up so the chunks can be bailed out.

12. Do you have any interesting stories you could tell us?

Yes, one year the ferry broke down and got stuck out in the river. One of the operators had his car on there, so when it froze in he couldn't get his car off. It froze in solid and they had to dynamite the track, so they put plywood over the top of his car. When they set off the dynamite, chunks of ice flew up and hit on top of his car on top of the ply-wood. It didn't do any damage but the ice was all over the deck of the ferry.

13. How many people work on the ferry at one time and what are their responsibilities?

Two of us work at all times on a shift. The deckhand loads the cars on, he parks them, and later he signals them to leave. The operator lands the ferry, opens the gates, and basically he controls the ferry.

14. What's the length of the shifts that people work?

We work twelve-hour shifts at the present time, with two of us together on a shift. We work three days on and three days off.

15. What were some of the ferries that were in the river in the past?

Well, when I first started we had a wooden ferry at Upper Gagetown and we were limited to the weight we could put on because there was a wooden deck. It ran on a chain, like a chain drive and when we went across and had to stop we had to pull it back into neutral and let it coast along the cable. Then to stop it at the shore we had a foot brake that you pushed with your foot to get it stopped. That ran on a disc like a vehicle brake.

16. What kind of engine is in the ferry now and how does it make it run?

We have a Detroit Diesel Marine Motor. It's a six-cylinder that puts the power out then you have a hydraulic pump; everything runs by hydraulic fluid. The pump is on the end of the motor, and it turns that up and puts the flow of hydraulic fluid out to what we call the "bull wheels". The hydraulic fluid turns them, and they grab themselves onto the cable and keep pulling so when the cable comes in around one bull wheel over and around another one and back out, it pulls each way.

17. How does flooding affect the ferry?

Well, when the river rises to a certain level, we have to shut the ferry down. If it gets up so high that you can't go in and land and have a vehicle get on the ferry safely, then we have to stop. There are tie-downs on the cable and they're buried in the landing so we unhook them as the water rises. When you run out of tie-downs, you can't control where the ferry is, because the cable moves with the tide and wind, so usually we have to shut the ferry down at that time.

18. What are tie downs and how do they work?

Well, tie-downs are what hold the cable. There's a big beam and we bury it way down deep in the ground like an anchor, and there are chains run off the beam up to the surface. We put clamps on them then the chains go around the cable and hold it in position in the groove. When the water rises they get too tight, then you have to either lengthen them out for a while or un-hook them. But once you un-hook them you don't control where you're landing anymore.

19. Do you have some interesting stories that you can share with us?

At times we have some interesting people that come on the ferry. Some of them have problems because their driving skills aren't up to par. Sometimes they can't get their car to start so we have to go out and tell them where to put it in gear, or in park so they can start it up and drive off the ferry. You have to be careful with them coming on because sometimes they come on too fast, faster than what they normally should.

Then you try to keep poor drivers in the middle of the ferry so they have a straight run on and off.

20. What are some problems you might have with the cable?

Well, at certain times when the water changes levels your cable will stretch out, at least we call it stretching. Then sometimes it gets too slack, then when it's too slack and you're coming in to shore it'll lose grip on the bull wheel and that just puts it out of gear and it won't stop. You'll just slide right along until you hit the shore to stop you. At the time when you're up there, you think you're picking up speed, you think you're going faster but you're not really. Then the water will fly up and cars will jerk on the deck and things like that

21. Do you have any more interesting stories to share with us?

Yes, back when I was working at Upper Gagetown, the Army had maneuvers so I stayed one night and hauled their vehicles two at a time. They were track vehicles with the big guns, and we did it all in the dark. They had a barge running back and forth from the other ramp. I'd take two on and they'd take two or three because some of them were trucks. We went all night long and we had to land in the dark. They had to drive on the ferry in the dark and depart off the ferry in the dark. But I did run my navigational lights in case there were boats in the river. It was very interesting and it went on all night long.

22. A few years ago the New Brunswick government tried to put cut-back measures in place so that the ferry would no longer operate. Can you share a little of your thoughts on the continued operation of the ferry?

Personally myself I thought it should be kept running basically for tourism for the Village of Gagetown and Jemseg. To me, the whole Village is based on tourism. Plus we get lots of people from Lower Cambridge and Cambridge going to the doctor's office and most of these patients are elderly. That's a shorter drive for them, and it's good for business on both sides. They had protests to keep it running, and eventually they decided to run it from spring to fall. In the winter of 2009 they shut it down and we had a change of government. They ran it all last winter through 2010

and they are still running it on a 24-hour basis at the present time. I think it is good for a lot of people to still have it running.

23. Have you ever had any famous people cross the ferry?

Yes, we've had several. I think I've shaken hands of three or four premiers, and we had a lieutenant-governor cross the ferry. The Base Commander from Gagetown was just checking out the ferry to see if military vehicles could cross at the time.

Thank you, Ernie, for spending time with us and telling us about the ferry. We appreciate your help very much.

Ernie Scott

David Henderson

Gagetown and Hendry Lighthouses – David Henderson
Interview by Hamish Hornell and Kendra Ferris

Today we are interviewing David Henderson about the Hendry Lighthouse and the Gagetown Lighthouse.

1. What can you tell me about the Lighthouses?

Well, the Gagetown Lighthouse was built in 1895 and the Hendry Lighthouse was built in 1869. They were aids for navigation for the really heavy river traffic there was in those days. They were both on shore, so a lighthouse keeper wouldn't have been required to live on site like you would see with a coastal lighthouse. But both these lighthouses were valuable for the people coming up and going back down the river.

2. Were you around when the lighthouse was being used?

I don't remember ever seeing either of these lighthouses in use. Now, I think they may have operated in my time, but personally I've never seen them actually in service. It would be quite a thing to see, really, and maybe some initiative should be taken, if possible, to have them put on once in a while, maybe once a year. With Cambridge-Narrows being a bit of a tourist resort, it might be a draw if they were going to commemorate the lighthouses perhaps once a year. Then that would be a little more initiative to have them kept up, and maybe even attract some provincial or federal funding to maintain them. It would certainly create more awareness of the lighthouse and what the lighthouse has represented not only for the people who come from away but also for the local people. If not today, they certainly were important in the past, in their grandparents' and great-grandparents' lifetimes.

3. Do you know why the lighthouses were shut down?

These lighthouses, as well as a lot of the coastal lighthouses, would have been shut down because of other technology coming in and because of the lighthouses not really being needed anymore, not to mention the fact that the government saved quite a lot of money by shutting them down. With the advent of buoys being put in, some with lights on them, some

with bells, some with neither, navigation became easier. With these green and red buoys, the lighthouses became redundant, and they weren't necessary anymore. They just weren't needed and that's why they disposed of all the river lighthouses and even the vast majority of those on the Bay of Fundy. They found an opportunity to get rid of them.

4. Do you know of anybody who worked at the lighthouse?

Personally, I didn't know anyone that ever worked at them, although their names are certainly on record and you could find out more about them, if need be. They were, in almost every case, someone who lived close to the lighthouse. They would walk or even take a horse and buggy or whatever they had to, to get to the lighthouse to do necessary maintenance, to light the light, or to extinguish the light at the appropriate time. It would be local people, since there was no one that actually lived on the lighthouse property. In the case of the lower Musquash light, there would have to be someone going to and from it by boat, usually from McDonald's Point. They would go out to it twice a day during the navigation season, which was a little more involved than for the Hendry or the Gagetown Lighthouse, where they could walk to it if they lived close enough.

5. Who was the first lighthouse keeper?

At the Hendry Farm lighthouse, it was Joseph Hendry. I expect he lived in that house that's still there. It would have been on his farm, or his grandfather's farm. Anyway, it would be on the farm where he lived. He would be the obvious choice for the lighthouse keeper, and at Gagetown there was a gentleman by the name of Buzza. I believe that's how your pronounce it, B-U-Z-Z-A. I really don't know anything about him. This isn't an old name in Gagetown, and I don't even think that it exists today. I don't know anything at all about him.

(Editor's Note: Edmund Buzza lived and farmed close to the ferry landing on the Jemseg side of the St. John River and would have gone back and forth to the lighthouse by boat. However he probably was the keeper for the beacon lights that were replaced by the lighthouse built in 1895)

6. Do you know of any celebrations or accidents that occurred while the lighthouse was running?
The only accident that I have ever heard about, if you want to call it an accident, was that the Gagetown lighthouse floated away in the spring freshet once. They had to go retrieve it and bring it back and put it in its place. As a result it's now on a bit of a tower so that the water can't get at it so readily and wash it down the stream. Celebrations, unfortunately, I don't know of any celebrations that ever happened, although I've heard there's a picture of "a Sunday School picnic at the Lighthouse".

These things have been standing here for well over a century and have never been acknowledged. They were just treated as something that was there. No one really cared about them. Perhaps some initiative should be undertaken to celebrate their existence, to let people know, to inform both people that come here in the summer and the local residents that they exist and why. These were a prominent part of the community in years past. Maybe some plaques could be put on them, or maybe have a lighthouse day in the community. Anything's possible, but their role in our past should be acknowledged in some way or another.

7. Is there any other information you would like to share about the Hendry Lighthouse?

Well, perhaps simply the fact of why the lighthouse was there should be thought about. It seems a strange place for a lighthouse, but years back, there was a lot more river traffic on the Washademoak Lake than there is now. It was a lifeline; people were using the lake to get up here. The first settlers used the lake to get here. Later, after they had built their farms, they used the light to guide them back and forth to town. They used the lake to get supplies and to send produce to the city - St. John. The reason this lighthouse was here on Hendry's shore was to aid in the navigation of all this traffic.

Wood boats went down here in scores, heading for St. John. They had quite a deep draft so they had to be careful where they went. When they lined up the Musquash light with the Hendry light coming up or going down the lake, they were safe and had no problems. Without the Washademoak Lake and the St. John River, these communities wouldn't have been settled until probably half a century later than they were.

8. What do you know about the Gagetown Lighthouse?

Well, I've driven by it on numerous occasions. I know that it is, in fact, a navigation point in the St John River itself. It can be seen from a long distance down river as well as when you're coming around the corner in Gagetown by the mouth of the Jemseg. That lets the boaters know exactly where they are and where they should be going. There's a ninety-degree turn in the river right there, and that's why it was placed where it is; to inform people, "you've got to turn!" It's just like a turn sign you would see on the highways today because the message was, "There's an upcoming turn; beware of it; watch out; you have to turn before you get there." It's right there on the ferry landing, a perfect place for a lighthouse. Like I said, you can see it both coming up and going down the river, and the people going into the village of Gagetown use it as well as the through travelers.

9. Can you tell us about anyone who has ever worked at maintaining the lighthouse?

I know of no one personally, but it would've been all local people that would have had the job of lighthouse keeper. Probably a person on the neighboring farm would be picked if anyone was available. They'd be the handiest, and they'd be able to see the lighthouse all the time. If there was a problem with it, perhaps vandalism or anything, they would be the first to know. These lighthouse keeper jobs would be good part-time jobs, because they were federal government jobs. They would've been a source of income, so probably everyone would have wanted to have a crack at it. But I didn't personally know any of the lighthouse keepers.

10. What would they use to guide the ships around the sharp turn before the lighthouse?

The lighthouse was built in 1895. However, by 1869, because of this ninety degree turn in the river, which was so treacherous that it was aptly named "No Man's Friend", they had a series of beacon lights, a total of six of them, put there to get people through. Like I said, the St. John River had a ninety degree turn and you don't normally see that on a river system or anything like that. So as a consequence, no doubt before 1869, a number of accidents would've occurred. But these beacon lights served

until they actually built the lighthouse, and even after the lighthouse was washed away by the flood. From that time, until that they got it fixed and put back in place they put up lights in some of the elm trees. It was crucial that some sort of aid was placed there. So for a while they had to use lanterns, hung from elm trees.

11. Would you be able to tell us what accidents occurred before or after the lighthouse was guiding vessels?

I know of no accidents that actually occurred. However, it would seem obvious that if they went so far as to put out beacon lights on the St. John River, and named this stretch of river No Man's Friend, there were either accidents that occurred or perhaps a series of near misses. Somebody got after the government to put in some aid to navigation. It would have to be noted, I believe in 1816, that passenger boats went up and down the river to Fredericton. In order to avoid potential loss of life, they had to keep it as safe as possible. And you know there would have been river captains that would say, " Come on, you have to put something here, this is not safe." I would assume that that is why the beacon lights and subsequently, the lighthouse would have been placed there.

12. Do you know of anyone who may have helped build the lighthouse?

I don't know any names of people that would have built the lighthouse. However, when the time came to build the lighthouse, a contract would have been awarded to a construction company. Probably the contractor would have been someone from Fredericton or St. John. However, all the labor and materials, which would have included lumber and any fill that was needed, would have been found locally. Local builders would have the expertise to build it and it would have made a fair amount of work - government work - for local people for a period of time. Nowadays we have dump trucks they just love to get on for roadwork. Back then people had teams of horses and wagons they loved to use for the same purpose.

13. We noted that some people used to climb up on the lighthouse and carve their initials into the shingles. What are your thoughts about that?

That would happen at the Gagetown lighthouse, seeing as it is at the ferry landing. Let's face it, people would stop and have to wait three or four

trips to go across so they might get bored and go out around the lighthouse. Maybe they would climb up and carve their initials there. I can quite readily see that happening. When they replaced the shingles on the lighthouse, someone took the shingles away to use on a barn in the neighborhood. They still exist complete with initials and can be seen to this day.

14. Were you ever on a ship while it was being guided by the lighthouse?

I've only had the privilege of being on a boat on the Washademoak one time, and this was after the light was decommissioned. We used buoys then for navigational aids, but I'm sure the driver of the boat was using the two lighthouse towers, the Musquash and the Hendry, as a bit of a guide because he was a very careful driver. We just kept between the buoys to the best of my knowledge, but this was when the lighthouses no longer had lights in them. And, of course, during the daylight they weren't lighted anyway. Again, coming up the lake in the daytime I don't think that anyone even looked at the light, they were busy looking everywhere else. It was something that was just there, like a house you wouldn't even look at; it's always just there. That's something that should really be addressed and more attention should be drawn to this, because eventually, if no one shows any interest, those lighthouses and others like them, will keep going down hill and will eventually disappear.

15. People of our communities protested to keep the ferry running; do you think that we could do that again to give the lighthouses more recognition?

Yes, I think you could protest and should. If not protest, something should be done, perhaps petitions presented and suggestions made to the ones in power who are dealing with this. Suggest what you would like to see done with the lighthouse and go from there. If after an appropriate time, they don't respond then you pick up the tempo and you might have to come to an actual protest in order to make people aware of it. Let the people know you're gathering information about this lighthouse, and this information can be used as leverage to get more recognition because they should be preserved. They are an important part of our history, especially for the Washademoak Lake. Cambridge - Narrows and the Washademoak Lake are so entwined, it's really one. The lighthouse, particularly the

Hendry, where it is so accessible and is within the village limits, is the one that should be emphasized, and the council members should be approached. People of the provincial departments of tourism and culture, should be approached. However, you have to do your paper work. You have to have suggestions of what you would like to see done and the research has to be done before anything else. Perhaps you could even go so far as to get petitions from local people and the huge number of people who come here in the summer. They would be more than happy to go along with preserving something like that. Also, this would raise awareness with both, the local and summer people about this place. You might invite some of them down to see it. It's a good place to have a picnic. Take them for a drive to see it and tell them about it. No doubt that will further your cause immensely.

(Editor's note; the Village of Cambridge-Narrows took on responsibility for the Hendry Lighthouse a few years ago, to preserve it as a tourist attraction. There is a plaque on it, and a picture of it is included at the end of this interview.)

16. What do you think of and what is your interest in the Legacy of History project and the importance of it?

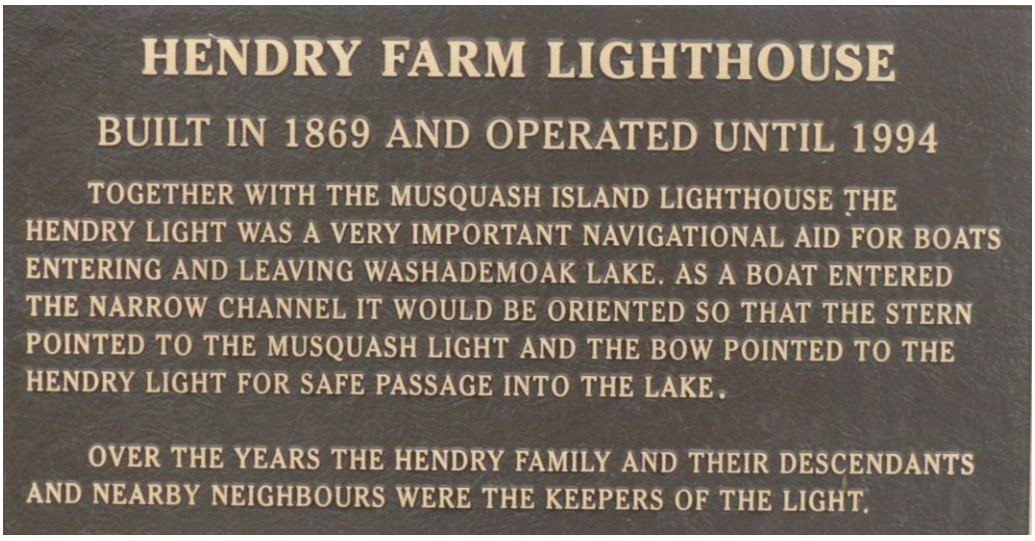
I am very impressed with both the students and the project, and I think it is something so worthwhile that it should be continued. The ball shouldn't just be dropped when you people leave the school. I think others coming behind you should pick up the project and continue it because the Village of Cambridge-Narrows has so much history. It has been around for such a long time and we owe something to our forefathers to keep their memories alive in some way or another. There's nobody better to do it than students who have the energy and the drive. They're the ones who can come and ask their fathers and grandfathers, "What about this? What about that?" It has to start with your generation. You're the ones who have to write it down.

Again, I believe we owe something to the people who came before us. You can look out the window here and see broad fields. These fields weren't here when they came. This was an unbroken forest and they worked hard from the first to the second and third generation, and right down to the

present day. These people worked hard to clear this land, and to make a living off it. It was very hard work and we owe something to them. I'm sure if they could look down on you and see what you're doing, they would be very proud of you.

David Henderson, Cambridge- Narrows Community School would like to thank you for sharing your knowledge in regards to the Hendry Lighthouse and the Gagetown Lighthouse. Thank-you once again.

It was my pleasure.



Robinson Homestead, Robinson Mill, Match Factory, Ship Building and General Store - Robena Weatherley (nee´Robinson) Interview by Shayna Thorne

Hi, My name is Shayna Thorne, and I am here today, April 4th 2011, at the Cambridge Narrows Regional Library to interview Robena Weatherly.

1. The Robinson homestead was built in 1816, and you were born in this house. When did the family first come to Cambridge-Narrows?

They actually came in 1802 as a bride and groom. Mary and Charles Robinson were married in June of that year. I have found the records. He had come to New Brunswick as a 2-year-old child in 1783 with his father who was a Loyalist.

2. How did they acquire the land?

The land was granted. I have the deed, and it was a block document that showed the different names of families along the lake. This was actually done in 1812. I don't know what the arrangement was, whether people just chose land or applied for it, or how it worked out, but the grant was formalized later.

3. Who built the homestead?

I presume it was Charles with help from neighbors at that time. The Loyalists were skilled people because they had come from settled communities or from the military. I suspect there may indeed have been a proper carpenter, but I doubt there was an architect.

4. What was the homestead built out of?

Primarily wood for the main structure and a stone foundation of large stones, quite nicely put together. They must have been local, everything would have been local I presume, except for the glass which probably was acquired in St. John and brought up by boat. This was one of the first frame houses built here (as opposed to log cabins) so there must have been a sawmill somewhere in the vicinity but I don't know all the details. We recently removed some clapboards from the base for repairs, and we

found some interesting artifacts in the wall. Also, a few years ago my mother was doing renovations and repairs and they found pairs of hand-made shoes in the walls. We believe it was a tradition to put some of these things in the walls, possibly for good luck.

5. What did the Robinsons do for a living?

I'm sure it was subsistence at first when they were very busily occupied building their house and their other buildings, and more importantly clearing land to plant crops. Eventually, as soon as they could, they planted crops; they were required to plant a certain number of acres of crop according to the grant. They grew flax to make linen and harvested wool from their sheep because they made their own cloth for clothing, and they also sold some of their woven materials. They had some cows and pigs which they grew for food for themselves and for sale or trade. They fished in the lake and also hunted moose and caribou.

6. I understand that the Robinsons also owned a mill. Where was the mill located?

The mill was located on the north side of the farm on the lakeshore and they must have chosen the location purposely for its characteristics like the deep water and steep banks. They built a large mill wharf where they built ships which were ocean going vessels. The land also had kind of a brow where they pushed the logs off into the water beside the mill. Logs also came by water in big rafts, therefore the location was probably carefully chosen.

7.When did the Robinsons build the mill?

I believe it was built in about 1871 and by this time, mills like this were quite common in the province. There were a lot of sawmills, and good markets for lumber. The first markets were in Britain and there was quite a bit of trade with the United States, the New England States particularly. There's an interesting story about one ship built here, called The Daisy Queen, that was wrecked on the New England coast. There are old newspaper clippings about that.

8. The Robinsons also owned a match factory. When was it built?

I believe that the match factory was probably built a little later than the mill, it was probably an add-on. I think they were diversifying and trying to fill market niches. I remember the building; it was a two storey building built into a hill on the bank of the lake. I remember you would enter in the lower side, or on the next level where there were big doors on the front of the building. There were several women employed in the match factory as well as some men, and I imagine that some staff went back and forth from the mill to the match factory. I don't know much more about it, or how profitable it was. I found something that I believe was one of the products, and it was kind of like a comb, but how that worked I don't know, whether matches were broken off from it, or how they were sold.

9. Why did the Robinsons decide to build the mill and match factory?

I expect it would fit in with what was happening in New Brunswick at that time. There were markets; this was the "heyday" of lumber being sold and easily transported by ship. So I imagine they saw this as an opportunity. It must have taken quite a bit of capital, but I don't know the details of that.

It was Charles' son, John, who started this with his two sons Charles and James. Charles was the mechanical one and James ran the business end of things. I guess they had a number of other people doing things in the family. They built a big general store and at the time that was a common practice for the people who had a mill and shipyard, to also have a general store. When I first remember, the store had everything to meet your needs. So the Robinsons had quite a diversified operation; there must have been a market for matches and there certainly was a market for lumber and the store merchandise. For several decades it was "The" industry in the community. It was the largest employer in the community and there are a lot of local men in pictures of the mill crew. There was one local person that wrote a diary that covers that time, and she talked about the whistle at the mill, which signified lunchtime. I'm sure for quite a while it was a thriving business.

10. How did they sell the products they produced in the mill?

Well, I'm not sure about the actual business transactions, whether they sought markets or whether markets came to them. I don't know just how that worked, but I imagine probably a little of both plus word of mouth. There were quite a few mills in New Brunswick and I expect that they all shipped to the various ports, but mainly St. John where they would be loaded onto bigger ships to cross the Atlantic. Smaller locally built schooners plied up and down the New England coast and they would take the cargo - lumber or whatever kind of finished products were available. Coming back up river they often brought back a cargo of lime that was needed here for agricultural purposes, so they didn't travel light. It must have been a profitable business until market forces put an end to it.

11. Why did the mill shut down?

I think there were a number of reasons; the markets had declined and eventually collapsed around the early 1920s, for political reasons, because of other sources of supply, and various external things. Then the proprietors; by that time they had grown old. You wonder if it could have been sold to somebody else who could have run it. Sawmills everywhere enjoyed their "heyday" and then that industry just declined and was gone. Partly, it may have been that supplies had been depleted, because wood's not an infinite resource, as we know today. If you keep on cutting, eventually you're into cutting very small trees, trees that were the raw material for the pulp industry that came later.

12. Do you have any interesting stories about the homestead or the mill?

You might be interested in the story of one of the schooners that was built here. The Daisy Queen set out for Portland, Maine, and it had cargo including a deck load of lumber on board. The captain was my grandfather, George Robinson who was 21 years old at the time. A local man called Mr. Mel Jones, and a Mr. Thorne were the crew and I'm not sure if there was a deck hand as well. Anyway, these men were on board when they set forth from Cambridge and went down the river, through the Falls and on down the Bay of Fundy.

It was in September about the time of the equinox gales and they got caught in a terrific storm. The ship went aground on Cape Porpoise which is just off Portland and with the wind and heavy seas the ship was a total loss although some of the lumber was salvaged. It was quite a dangerous situation for them and they were lucky to escape with their lives because many in similar situations did not. The story is that when my grandfather got off he took the ship's flag, wrapped it around himself and walked to shore with the flag, which was about the only thing saved. So it must have been quite a severe event. They went to the Portland port authority and they looked after them and gave them accommodation.

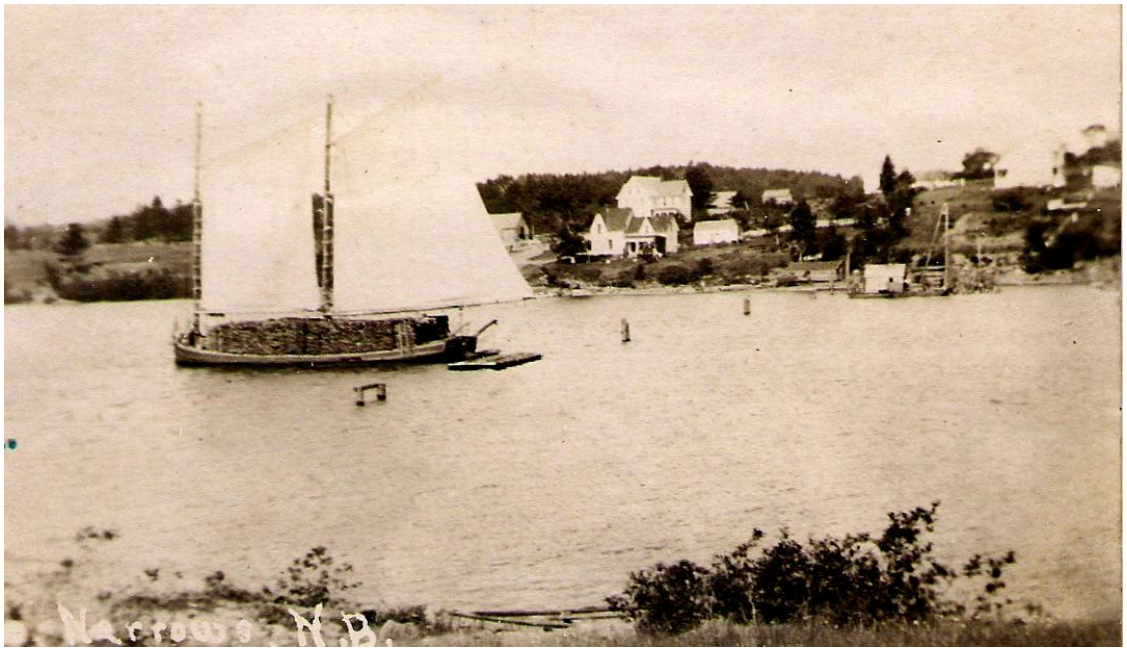
I have the various papers that accompanied all the negotiations because it was international you see. I have the letter that my grandfather wrote to his father, who was the owner, and it made me think of, "Dad, I wrecked the car!" The letter was really quite serious and very formal explaining what happened, the dreadful gale, and the terrible experience. Accounts of the wreck were written up in the American papers, and I have some of the clippings of that, and of course from the St. John paper too. But they all survived, and all was well, although it must have been a big financial loss. I'm not sure about insurance coverage or those things.

The flag and the story are at Kings Landing. They have it in their collection and the story has been retold a number of times. Also, at Kings Landing, there used to be a replica of these sea-going woodboats/ schooners, which were built for maximum cargo. I don't know how sea-worthy they were but hundreds of them traveled up and down the New England coast at least as far as Boston. They were called the "work horses" of the St. John River. I don't know whether it was a unique design around here, but it may have been

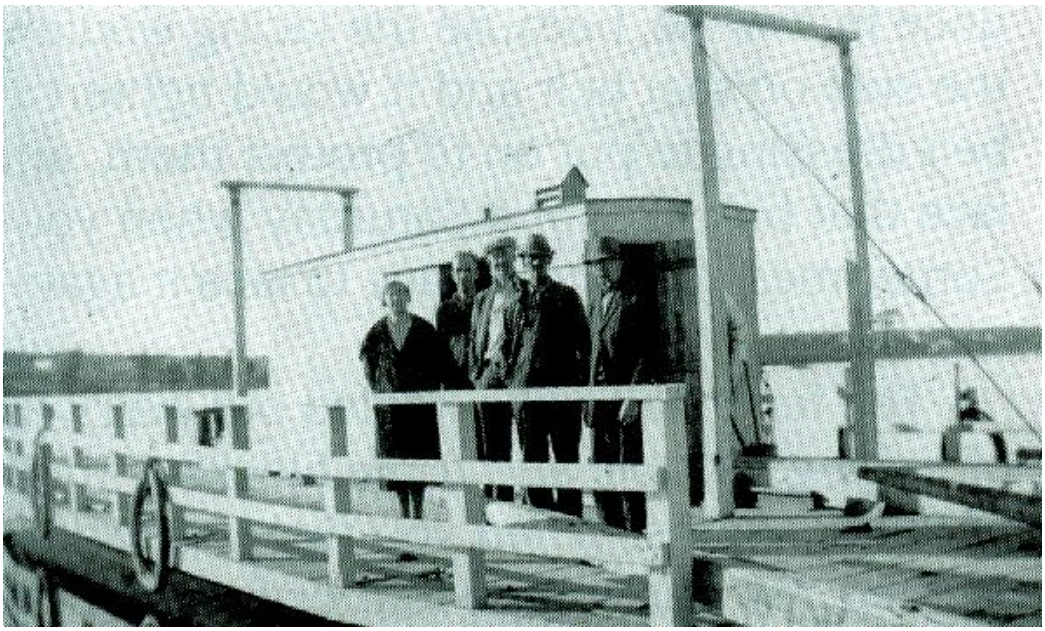
This concludes my interview with Robena Weatherley. Thank-you for spending time with me and participating in the Cambridge-Narrows Community School's Legacy of History Project

Robena Weatherley

The Crew of the Ill-fated Daisy Queen



A Woodboat at Cambridge-Narrows



Gagetown Ferry ca. 1935

Gagetown Lighthouse ca. 1906