

*Teacher's Guide for
Upper Elementary School Tours
At Historic Bethabara Park*



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<http://www.bethabara.org>

Background

Bethabara is the birthplace of Winston-Salem and Forsyth County. On November 17, 1753, fifteen Moravian settlers arrived in Bethabara, having traveled south along the Great Wagon Road from Bethlehem, Pennsylvania. The Moravians were German-speaking Protestants. When they arrived at Bethabara, they found an abandoned cabin that served as a temporary home and as the first structure of their settlement. They gave their settlement the name *Bethabara*, a Hebrew name meaning “house of passage.”

The Moravian Church had its beginning in 1457, in what is now the Czech Republic, and is regarded as the oldest Protestant denomination. The Moravians were followers of the reformer and martyr Jan Hus, who was burned at the stake in 1415. In 1457, the Moravians formed the *Unitas Fratrum* or the “Unity of the Brethren.”

Bethabara was established on a tract of land consisting of approximately 100,000 acres. The tract was named *der Wachau* (Wachovia) in honor of the ancestral estate of Count Nicholas Louis von Zinzendorf, a friend of the Moravians that offered them refuge and upon whose estate they built the congregation town of *Herrnhut* (“under the care of the Lord”). Herrnhut became the principal Moravian town in Europe.

The Moravians prospered in Herrnhut, but decided to relocate to the New World to establish autonomous Moravian communities and undertake missionary work among the Native Americans. When the Earl of Granville, one of the original Lord Proprietors of the colony of North Carolina, offered to sell the church a large tract of land in the Piedmont, the Moravians agreed and decided to establish a large, self-sufficient community in North Carolina.

Bethabara was established on a communal living plan that enabled the Moravian settlers to build a community in the wilderness. This was not typical of 18th century frontier life. Pooling their labor and resources allowed for rapid settlement of the frontier, where they established a mixed economy of agriculture and trades (such as pottery, blacksmithing, joinery, and more). The Moravians established trades-oriented communities on the frontier, where virtually no trades existed. In this way, they were able to provide goods and services for trade with their neighbors as well as produce commodities for export.

The First Settlers

The men chosen were selected carefully for their talents and professions, to fit the needs of their pioneer work. The first colonists included the following men:

1. **Bernard Adam Grube**, a German by birth, aged 37 years, Ordinarius (full professor), Pfleger (minister), and upon occasion cook and gardener.
2. **Jacob Loesch**, born in New York, aged 31, their Vorsteher (business manager).
3. **Hans Martin Kalberlahn**, born in Norway, aged 31, surgeon (doctor).
4. **Friedrich Jacob Pfeil**, born in Germany, age 28, shoemaker, nurse, and moreover willing and skillful in many things.
5. **Erich Ingebretsen**, born in Norway, aged 31, millwright and carpenter.
6. **Henrich Feldhausen**, born in Holstein, aged 38, shoemaker, carpenter, millwright, cooper, sieve-maker, turner and also Pennsylvania farmer.
7. **Jacob Lung**, born in Germany, aged 40, gardener, washer, and skillful in many things.
8. **Hans Petersen**, born in Holstein, aged 28, tailor, grubber, woodcutter, skillful in many things and willing in all.
9. **Johannes Beroth**, born in Germany, aged 28, a Pennsylvania farmer.
10. **Christopher Merkly**, born in Germany, aged 39, baker, and good, true dependable farmer.
11. **Hermannus Loesch**, born in Pennsylvania, who we will be recalled in the spring.
12. **Johannes Lischer**, who shall study the road, the country, etc., and make himself known that in the future he can be our messenger to North Carolina.
13. **Nathaniel Seidel** (minister in Pennsylvania), who will conduct them to the place and return in December with Br. Lischer with a report.
14. **Gottlob Konigsdorfer**, Chor Junger (group leader) of the Single Brethren.
15. **Joeseph Haberland**

- Adapted from *Records of the Moravians in North Carolina, vol. 1, ed. Fries.*

Note: The last four men listed returned to Pennsylvania after one month.

Suggested activity: children could take on the identity of the original pioneers. Think about why each pioneer would be important to the group.

Names and Terms

- **Bethabara – *House of Passage*** – the first Moravian colonial town site established in the Carolina Piedmont, settled in 1753. The name Bethabara was given in September 1754 when Bishop Peter Bohler visited the community. Bethabara was the administrative center of the Wachovia tract until the early 1770s.
- **Salem – *Peace*** – the central town for the Moravians' Wachovia tract, begun in 1766.
- **Wachovia** – from *der Wachau* – the name of the ancestral Zinzendorf estate located on the Danube River in what is now Austria.
- **Herrnhut – *under the care of the Lord*** – the congregation town that the Moravians established on Count Zinzendorf's estate in June of 1722.
- **Earl of Granville** – the last of eight English Lord Proprietors of Carolina. On August 7, 1753, Earl Granville conveyed the Wachovia tract to the Moravians.
- **Bishop August Gottlieb Spangenberg** – Moravian bishop who brought the Moravians to the British colony of Georgia in April 1735. In 1752, he led a group of Moravians from Pennsylvania to Carolina to survey a new Moravian settlement.
- **Oeconomie** – system by which people contribute to the common good according to their ability and receive according to their need.
- **Choir System** – system organizing the community into groups according to their age, sex and marital status. The Moravians had many choirs that represented different stages in life (such as little girls and little boys choirs, single brothers and single sisters choirs, married men and married women's choirs, and widows and widower's choirs). Note that these are not "singing choirs" as we think of the word "choir" today.
- **Love Feast** – a simple meal eaten together on occasions of spiritual significance, generally consisting of coffee and buns.
- **Gemeinhaus** – (pronounced *Ga-mine-house*) – a house belonging to the congregation with living rooms for the minister and his family.
- **Gemein Saal** – (pronounced *Ga-mine Zahl*) – meeting hall for church services.
- **Hans Martin Kalberlahn** – the first doctor in Bethabara, 1753 to the time of his death in 1759. Dr. Kalberlahn established a medical garden for his pharmacology and a humble isolation room in a separate log building for his patients.
- **Christian Gottlieb Reuter** – the surveyor who lived in Bethabara from 1759 to 1771 (he died in Salem in 1777). Reuter drew detailed maps of Bethabara and its surroundings and listed plants and animals he observed in the Wachovia Tract.

- **Gottfried Aust** – Master Potter in Bethabara and later in Salem. Pottery was probably the most significant trade made by the Moravians of North Carolina. Aust's pottery was a major source of revenue for the Moravians and in great demand by the colonists.

German Vocabulary

Gemeinhaus	(<i>Ga-mine-house</i>)	church or meeting house
Saal	(<i>Zahl</i>)	hall used for church services
Schrank	(<i>Sh-ronk</i>)	clothes cabinet
Guten Morgen	(<i>Goo-tun Mor-gun</i>)	good morning
Guten tag	(<i>Goo-tun tag</i>)	good afternoon or good day
Bitte	(<i>Bit-ta</i>)	please
Danke	(<i>Don-ka</i>)	thank you or thanks
Knaben	(<i>K-nob-in</i>)	boy
Madchen	(<i>Maid-chin</i>)	girl or maiden
Ja	(<i>Yah</i>)	yes
Nein	(<i>Nine</i>)	no

Numbers:

Ein	(<i>I-ns</i>)	one
Zwei	(<i>Ts-iy</i>)	two
Drei	(<i>Dry</i>)	three
Vier	(<i>Fear</i>)	four
Fünf	(<i>Fun-ph</i>)	five
Sechs	(<i>Zex</i>)	six
Sieben	(<i>Zee-ben</i>)	seven
Acht	(<i>Aub-cl</i>)	eight
Neun	(<i>Noin</i>)	nine
Zehn	(<i>Tsan</i>)	ten

Suggested Activities



Fact: Bethabara was a colonial community established in 1753.

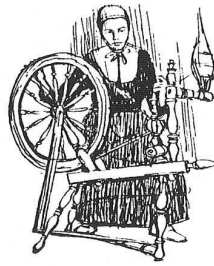
- Discuss the homes in which the colonists lived. Compare homes then and now. Draw side-by-side pictures to compare. Compare construction materials then and now.
- Draw pictures of, or make clothespin dolls dressed, in clothing typical of people in colonial America.
- Make a collage using magazine images of neighborhoods today and neighborhoods of colonial America.
- Locate Germany on a map and globe. Show students how the colonists crossed the ocean from Germany to settle first in Bethlehem, Pennsylvania, and later in Bethabara. Make sure to see the model of a Moravian ship, the *Irene*, in the Bethabara Visitor Center.
- Discuss the Great Wagon Road used by early settlers traveling south through the Blue Ridge from Pennsylvania. Trace the route on a map. Make shoebox wagons.
- Review map skills. Explain the purpose of a map scale.

Further Suggested Activities



- Discuss the term “pioneers” and who the pioneers were.
- Discuss “oeconomie” by telling children that each member of the community produced according to his or her abilities and received according to his or her needs.
- Have students pretend to be settlers in Bethabara. Discuss the things needed to establish this community. Discuss the talents and trades of the first settlers, who were skilled tradesmen.
- List trades in Bethabara and explain why each was needed. Make a list of the tradesmen in Bethabara, such as the potter, shoemaker, blacksmith, tailor, gunsmith, weaver, silversmith, and baker.
- Have children make a list of the work children did (for example, working in the garden, making butter, milking cows, sewing, making maple sugar). Compare those chores to the chores children do today. Which were more difficult to do? Which sound like “fun” chores?

Even More Suggested Activities



Fact: Neighborhoods have changed over time as people have found new ways of meeting their needs.

- Discuss the concept of homemaking and the skills needed to be a homemaker. Compare homemaking then and now.
- For an art project, make a paper house or a log cabin.
- Discuss the education of pioneer children.
- Ask students what the “three R’s” meant.
- Compare our communities today with the communities in which pioneers lived.
- Have an “antique” show. Have children bring in “antique” objects. Display objects and invite other classes to visit
- Invite the school principal to talk about how schools run today in contrast to times past, i.e. bringing a lunch bucket vs. cafeteria, central heat vs. wood stove, paper vs. slate.
- Invite a long-time resident of the neighborhood to talk about changes that have taken place
- Make a mural showing an old neighborhood. Use cutout pictures depicting the changes.
- Discuss why changes in a neighborhood take place. Make a chart of changes and/or improvements being made in your community now.

Historic Bethabara Park Gift Shop

Historic Bethabara Park's gift shop offers a wide variety of toys and games for children to purchase within a reasonable price range. Almost all of our toys are hand manufactured in the United States, and are perfect keepsakes to remember a trip to Bethabara by. Below you will find a list of items available for purchase at our gift shop. If you would like to have time in the gift shop, please let us know ahead of time.

Toy Price List (all prices do not include tax)

Ball & Cup (large)	\$5.50
Ball & Cup (small)	\$4.00
Buzz Saw	\$4.50
Climbing Kitty	\$3.75
Fan	\$3.00
Fife	\$7.25
Gee-Haw Whimmydiddle	\$2.75
Jacob's Ladder	\$3.75
Moonwinder	\$2.25
Moravian Doll	\$7.00
Pencil	\$0.94
Pieces of Eight	\$5.50
Pistol	\$6.95
Extra-long pencil	\$0.93
Preacher & Bear	\$3.75
Propeller	\$3.00
Ballpoint Quill Pen	\$2.00
Rifle	\$8.95
Signal Whistle	\$4.95
Slate, Large w/Pencil	\$3.50
Slate, Small w/Pencil	\$2.75
Spinning Top	\$0.94
Tin Pennywhistle	\$4.25
Tricorn hat	\$3.75
Virginia Half Penny	\$4.00

**HISTORIC BETHABARA PARK
BIBLIOGRAPHY OF SUPPLEMENTAL READING BOOKS FOR TEACHERS
2011-2012**

Bordessa, Kris, *Great Colonial America Projects You Can Build Yourself!* (Nomad Press, 2006). (Usually available at Historic Bethabara Park Gift Shop.)

Copeland, Peter F., *Life in Colonial America* (Dover Publications)

Copeland, Peter R., *Early American Trades Coloring Book* (Dover Publications, New York, 1980). (Usually available at Historic Bethabara Park Gift Shop.)

*Durdock, Corinne, *Anna Eleanora's Special Day* (The Friends of the 1803 House, Emmaus, PA, 2003). (Usually available at Historic Bethabara Park Gift Shop.)

Hall, Donald, *Ox-Cart Man* (New York, Viking Press, 1979). (Usually available at Historic Bethabara Park Gift Shop.)

Herbert, Janis, *The American Revolution for Kids* (Chicago, Chicago Review Press, 2002). (Usually available at Historic Bethabara Park Gift Shop.)

Kalman, Bobbie, *Early Artisans* (Crabtree Publications, New York, 1983). (Usually available at Historic Bethabara Park Gift Shop.)

Kalman, Bobbie, *Games from Long Ago* (Crabtree Publishing Company). (Usually available at Historic Bethabara Park Gift Shop.)

Kalman, Bobbie, *In the Barn* (Crabtree Publishing Company). (Usually available at Historic Bethabara Park Gift Shop.)

Kalman, Bobbie, *In the Kitchen* (Crabtree Publishing Company). (Usually available at Historic Bethabara Park Gift Shop.)

Kalman, Bobbie, and Jane Lewis, *Pioneer Dictionary* (Crabtree Publishing Company). (Usually available at Historic Bethabara Park Gift Shop.)

Kalman, Bobbie, and David Schimpky, *Fort Life* (Crabtree Publishing Company). (Usually available at Historic Bethabara Park Gift Shop.)

McGovern, Ann, *...If You Lived in Colonial Times* (New York, Scholastic Inc. 1964). (Usually available at Historic Bethabara Park Gift Shop.)

*Michel, Bernard E., *The Belfry That Moved* (Easton, PA, Board of Christian Education and Evangelism, Moravian Church in America, 1959). (Available only through used book outlets.)

*Mitchell, Barbara, *Tomahawks and Trombones* (Minneapolis, Minnesota, Carolrhoda Books, 1982). (Available only through used book outlets.)

*Moore, Ruth Nulton, *The Christmas Surprise* (Scottsdale, PA and Waterloo, ONT. Herald Press, 1989). (Usually available at Historic Bethabara Park Gift Shop.)

*Moore, Ruth Nulton, *Distant Thunder* (Scottsdale, PA and Waterloo, ONT. Herald Press, 1991). (Usually available at Historic Bethabara Park Gift Shop.)

*Rondthaler, Katharine Boring, *Tell Me a Story* (Bethlehem, PA and Winston-Salem, NC, Comenius ^{Over} → Press, 1948). (Available only through used book outlets.)

Sloane, Eric, *Diary of an Early American: Noah Blake, 1805* (Mineola, NY, Dover Publications, 2004) (Usually available at Historic Bethabara Park Gift Shop.)

*Street, Julia M. *Candle Lovefeast*. (Old Salem, Inc. Publications) (Usually available at Historic Bethabara Park Gift Shop.)

*Thomas, Joan M., *Mimi's Gift* (Enumclaw, WA, Winepress Publishing, 2003). (Usually available at Historic Bethabara Park Gift Shop.)

Wilder, Laura Ingalls, *Little House in the Big Woods*, (Harper & Row, New York, h 1932). (Available at most book stores.)

* Relate specifically to Moravian life and customs

Helpful Web Links

If you have access to computers in your classroom or in a lab, these websites will help prepare your class for their fieldtrip to Historic Bethabara Park:

Bethabara Diaries Online:

Help your students travel back in time by letting them read excerpts from the Bethabara diaries, available online. They will read first hand encounters of what life was like for the first Moravian settlers in Bethabara. This is an excellent way to introduce your students to primary source documents, an invaluable tool for historians. While the diaries themselves are somewhat lengthy, excerpts can be selected and examined. Students can then write their own diary entries, allowing their imaginations to explore what life would have been like to live in 18th century Bethabara.

<http://www.ncpublications.com/colonial/Bookshelf/Moravian/Journey1.htm?> (diary of the Moravian travelers from Bethlehem, PA, to Bethabara, NC)

<http://www.ncpublications.com/colonial/Bookshelf/Moravian/diary1.htm?> (the diary of the Moravians in 1753-54, their first year at Bethabara)

<http://www.ncpublications.com/colonial/Bookshelf/Moravian/cont.htm?> (continuation of the diary)

<http://www.ncpublications.com/colonial/Bookshelf/Moravian/diary2.htm?> (1755 diary)

<http://www.ncpublications.com/colonial/Bookshelf/Moravian/extracts.htm?> (continuation of 1755 diary)

<http://www.ncpublications.com/colonial/Bookshelf/Moravian/diary.htm> (the diary of Bishop Spangenberg, who led the initial Moravian surveying party in NC)

PBS Colonial House Links:

Dress Me Up:

Learn about clothing of the 17th and 18th century by playing this interactive dress up game!

http://www.pbs.org/wnet/colonialhouse/history/dress_up_flash.html (this website requires Flash)

Fantastic Voyage:

Your students have each been appointed governor of a new colony in America. They will use decision-making skills to ensure the safe passage of the colonists to the New World using this interactive quiz.

<http://www.pbs.org/wnet/colonialhouse/history/voyage.html>

Cottage Quest:

Your students will learn about colonial objects by playing this game. Students will take “virtual tours” of colonial houses in order to find the answers to the questions.

http://www.pbs.org/wnet/colonialhouse/quiz_pop/cottage.html

Colonial Williamsburg:

Colonial Williamsburg's Kids' Zone provides a fun way for your students to interact with history. Explore the world of colonial America through interactive games, puzzles, and more! There is also a special section for teachers that includes lesson plans and virtual field trips.

<http://www.colonialwilliamsburg.com/kids/>

Jamestown Settlement:

For the 400th anniversary of the founding of the first permanent settlement in America, Jamestown Settlement has added a great deal of new information to their website. Explore the curriculum materials about the first settlement and the native peoples already inhabiting the area when the English arrived. Some highlights video biographies of those involved with the first settlement

(<http://www.historyisfun.org/chronicles/>), a fact sheet about the Powhatan Indians (<http://historyisfun.org/pdf/Powhatan-Indian-World/Powhatan%20Indian%20World.pdf>), and a lesson plan on analyzing word origins (<http://www.historyisfun.org/Analyzing-Words.htm>).

Main Page: <http://www.historyisfun.org/Curriculum-Materials.htm>

The Pioneer Spirit: Settling the Backwoods of North Carolina with the Moravians

The following handouts will be needed for this activity:

- 1.) Bethabara Settlement Map
- 2.) The First Settlers sheet
- 3.) Glossary of Jobs sheet
- 4.) Bethabara Diary Excerpts sheet
- 5.) Map of the United States (not provided by Bethabara)

Activity:

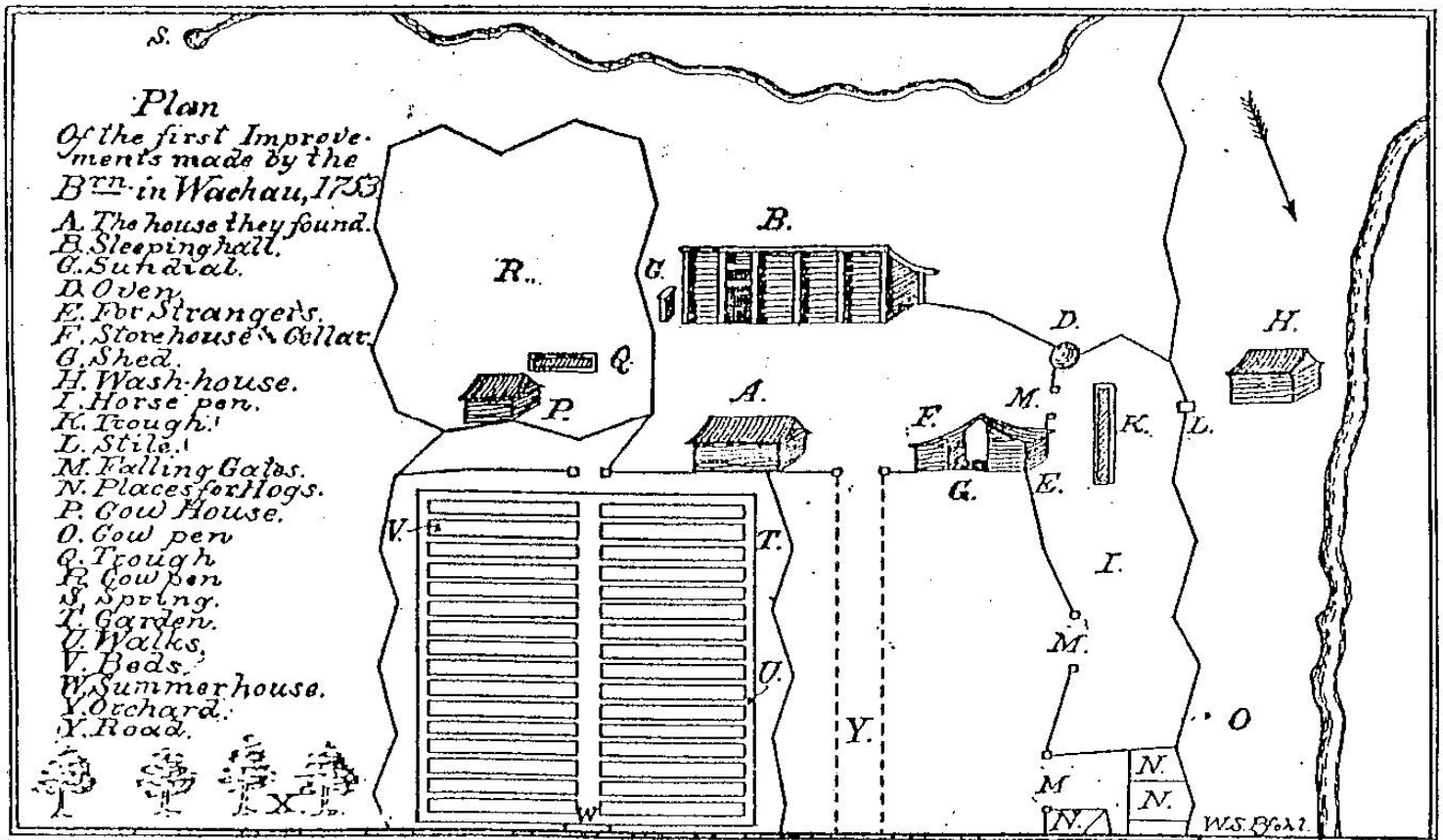
- 1.) Show students the map of the United States. Discuss the Great Wagon Road leading from Philadelphia, Pennsylvania to North Carolina (the road went down the Shenandoah Valley of Virginia into the western region of North Carolina). This was the main route for settlement of the backwoods of North Carolina. Many settlers brought Conestoga wagons filled with their belongings down the Great Wagon Road with them. Ask students to make a list of items they might find useful when settling a home in the backwoods of North Carolina (the Moravians brought items that could not be found at their new home, like metal axes and hoes, guns and gunpowder for hunting, food for the trip, blankets and cloth, etc.). The Moravians did not ride in their wagon because it was so loaded down with supplies. In fact, the wagon was so heavy that the men had to help the horses push the wagon up steep hills.
- 2.) The Moravians put a lot of thought into selecting the first settlers of Bethabara. They wanted to make sure they had men who could do a variety of different jobs. What sort of jobs would people need to know how to do when settling the backwoods of North Carolina? After this is discussed, pass out "The First Settlers" sheet and "Glossary of Jobs" sheet and go over them with the class.
- 3.) When the Moravians arrived in Bethabara, there was only one cabin, one that had been abandoned by Hans Wagner, which they slept in the first night. Think about being the first settlers in a new and foreign place. What would be some of the first things you would do? Make a list of "to dos" for your new settlement.
- 4.) Now read the "Bethabara Diary Excerpts" sheet to see what the Moravians did when they first arrived. How does it match with yours? Explain to students how important primary source documents are to historians, as they help us understand what life was like back in the time in which they were written.

- 5.) Next pass out the "Bethabara Settlement Map." Go over it with students. Ask if this is how they would have built their settlement. Have students draw the way they would have designed their settlement, and have them explain why they would set it up this way.
- 6.) Discuss teamwork. Could this settlement have survived if the settlers did not work together? Could a single person do this alone? Talk about the importance of teamwork. The Moravians had to work together to make the village thrive and to be able to accomplish as much as they did. Think about the Bethabara diary excerpt about the man who went off hunting and did not return right away. His friends worried about him and tried to help him find his way home by blowing a horn and firing shots. The first settlers supported each other and helped each other get through difficult times.

Additional activity:

- 1.) Have students examine all of their primary sources carefully. Using them as a guide, have the students write their own Bethabara diary entries, imagining what life would have been like as a first settler.

Map of Bethabara, 1750s



MAP: A History of Wachovia in North Carolina, Clewell (1902)

The First Settlers to Bethabara 1753

When the Moravians decided to create a settlement in the backwoods of North Carolina, a lot of thought went into who would be chosen to start the settlement. Special care was taken to send unmarried men whose talents and professions fit in well with the needs of the new settlement. Many of these men were living in Christiansbrunn, a Moravian agricultural center in Pennsylvania. While 15 men were chosen to travel to North Carolina and begin their "House of Passage," only 11 of them would remain permanently. The following are the original settlers of Bethabara (taken from the Moravian records):

1. **Bernard Adam Grube**, a German by birth, aged 37 years, Ordinarius, Pfleger (minister), and upon occasion cook and gardener.
2. **Jacob Loesch**, born in New York, aged 31, their Vorsteher (business manager), as in Christiansbrunn.
3. **Hans Martin Kalberlahn**, born in Norway, aged 31, their surgeon (doctor).
4. **Friedrich Jacob Pfeil**, born in Germany, aged 28, shoe-maker, sick-nurse, and moreover willing and skillful in many things.
5. **Erich Ingebretsen**, born in Norway, aged 31, mill-wright and carpenter.
6. **Henrich Feldhausen**, born in Holstein, aged 38, shoemaker, carpenter, millwright, cooper, sieve-maker, turner, and also Pennsylvania farmer.
7. **Jacob Lung**, born in Germany, aged 40, gardener, washer and skillful in many things not mentioned. A man whom all animals love.
8. **Hans Petersen**, born in Danish Holstein, aged 28, tailor, grubber, woodcutter, skillful in many things and willing in all.
9. **Johannes Beroth**, born in Germany, aged 28, Pennsylvania farmer.
10. **Christopher Merkly**, born in Germany, aged 39, baker and good, true, dependable farmer, a soldier Brother, whom we are sorry to lose in Christiansbrunn.

11. **Hermannus Loesch**, born in Pennsylvania, who must go this time on account of his knowledge, but whom we will recall in the spring.
12. **Johannes Lischer**, who shall study the road, the country, etc., and make himself known that in the future, according to custom, he can be our messenger to North Carolina.
13. Our dear **Nathaniel Seidal** (minister in Pennsylvania), who will conduct them to the place, and the latter part of December bring us a report, with Br. Lischer.
14. **Gottlob Konigsdorfer**, Chor Junger (group leader) of the Single Brethren.
15. **Joseph Haberland**.

(Note: The last four men listed returned to Pennsylvania after one month).

Adapted from *Records of the Moravians in North Carolina*, vol. 1., ed. Fries

Glossary of jobs described in “The First Settlers to Bethabara:”

Chor Junger: The leader of a choir (in this case, the Single Brothers Choir). Moravian society was divided into choirs, and each choir was somewhat like a “second family” for the Moravians. They were a group of people going through the same life experiences and changes and were similar to a support group. Choirs also served a supervisory role to make sure that each member of the choir was living up to the spiritual expectations of the Moravian Church. Each choir met together weekly, sat next to each other in church, and were buried together in God's Acre.

Cooper: A person who makes wooden barrels.

Grubber: A person who uses a grub hook, which is a plow-like implement used for uprooting stumps, breaking roots, etc.

Millwright: A carpenter who specialized in the mechanics of mill operation, who could build flour mills, water mills, and windmills.

Pfleger: Religious leader of a choir (in this case, the Single Brothers Choir). The Pfleger was responsible for the spiritual welfare of his choir, making sure that each member was meeting the spiritual expectations of the Moravian Church.

Sieve-maker: A person who makes sieves, which separates desired material from unwanted material using mesh or netting. The word “sift” is derived from this term.

Turner: A person who turns wood to create things such as tool handles and table legs. This is accomplished with the use of a lathe (a device that turns the wood rapidly while the turner presses a sharp blade against the wood to shape it).

Vorsteher: The business manager and treasurer of a Congregation or Choir. The Vorsteher was responsible for the financial aspects of the community (in this case, Bethabara).

Bethabara Diary, 1753

The Moravians were adamant record keepers. The details that are found in their diaries allow us to better picture what life was like for the Moravians. The men who founded Bethabara in 1753 recorded the trials and triumphs of their early days in the new settlement. The following excerpts are from the first week in Bethabara.

Note: The first Moravian settlers arrived in Bethabara on November 17, 1753.

Nov. 18, Sunday. We arose in good spirits, although several of the Brethren had not been able to sleep for the cold, for our cabin is small, and the roof full of holes.

Several of the Brethren went hunting, and succeeded in getting a couple of wild turkeys, the first game we have had, for although on our trip we tried to secure some game this is the first we have shot. Otherwise we spent the day resting.

In the evening we had our first Liturgy,—the “Ave Agnus Dei,”— then evening prayer, and went once more to bed, lying in our blankets around the room, and Br. Gottlob in his hammock above our heads.

Nov. 19th, Monday. After morning prayer the axes and hatchets were sharpened, and other tools made ready for use. Br. H. Loesch took a couple of horses to Mr. Altem's to bring corn for us. We began to build a bake-oven, so that we might again have bread, of which we have had little lately. Our food has been largely pumpkin broth and mush, which has agreed with us very well.

The Brn. Nathanael and Jacob Loesch measured off eight acres of land, which is to be cleared at once, so that wheat can be sown. Others began to gather the dead wood, and build bonfires. The grind-stone was set up, a cooper's bench and wash-trough made. The Brn. Gottlob, Nathanael, and Grube laid a floor of clapboards in our cabin, for the better protection of our goods.

Nov. 20th. Br. Nathanael held morning prayer, and announced that the Lord's Supper would be celebrated this evening.

At noon Br. Hermanus returned, bringing the cornmeal and meat he had bought from Mr. Altem. Br. Feldhausen went hunting.

Br. Feldhausen did not return this evening. We blew our horn, and shot a couple of times, so that if he had lost his way he could come back to us.

Nov. 21st. Merkli, Erich, Peterson, and Beroth began to clear the field; Br. Hermanus went seven miles to an Irishman to buy corn; the Brn. Gottlob and Nathanael burned out hollow logs to make barrels; and Br. Grube baked Indian bread in the ashes.

Br. Feldhausen also returned. He had not lost his way, but night had overtaken him. It was very cold, but on account of the rain he could make no fire, so had to keep in motion all night. The wolves and panthers made themselves heard around him. Toward evening Br. Hermanus came back, having shot the first deer on our land. It was very welcome, for we had little food left, and much work to do, and it is hard to clear fields on a diet of corn only.