



STAUFFER-WILL FARM FIELD TRIP PROGRAM



VOLUNTEER HANDBOOK 2024

Aurora Colony Stauffer-Will Farm Program

ACHS Mission:

The mission of the Aurora Colony Historical Society is to “promote interactive lifelong learning by inspiring curiosity about, and preservation of, the heritage of the Aurora Colony.

Purpose of the Program:

- Provide 3rd – 6th grade students with a hands-on experience of 19th-century life as illustrated in an Aurora Colony family.
- Relate the Stauffer family's connection to the Colony and the Colony's goals.
- Be congruent with Oregon's School Reform Act of 1991 and its benchmarks.
- Provide a positive and safe learning environment by allowing visitors to actively participate in activities.

Staff the program with volunteers who are dressed in period clothing while teaching children the old Colony ways of woodworking, wood-stove cooking, bread making, candle making, quilt making, and wool and fiber processing.

Involve the students in activities typical of children's activities of the time of the Colony and the Aurora Colony.

Welcome, and Thank you!

The Stauffer-Will Farm School program has been a success for over 30 years. Each year thousands of students and many chaperones attend the farm and village programs. The Aurora Colony story comes alive with your volunteer time. You imbue the participants with enthusiasm about the activities, the Colony and its history. You add a dimension not found in museums or interpretive centers. You are the key to the Stauffer-Will program.

Without your participation, the Aurora Colony could not conduct such a high-quality and sought-after program. Please know that the Board of Directors of the Aurora Colony Historical Society and museum staff are very grateful to you. Please accept our heartfelt thanks!

Things to Know

- Period-type clothing goes a long way in conveying the feel of time traveling to the 1870s. Your appearance does set the stage. There are loaner pieces of costume, should you need help with dressing up. Check with the Coordinator or Education Program Manager. Consider hats, bonnets or other period head covering as well but they are not required.
- Please Park straight inside the fence to the right side of the barn, allowing room for the bus. You can also drive along the and park by the house if that is more convenient.
- Example of daily schedule is as follows:
 - 9:30 Volunteers arrive and begin preparing their station.
 - 9:45 Bus arrives, teachers check in with coordinator.
 - 10:00 Students gather around ramp and opening orientation begins.
 - 10:15 First session begins followed by second and third.
 - 11:45 Break for lunch
 - 12:15 Fourth session begins followed by the fifth and final session.
 - 1:15 Students are done, get their rolls and head to the bus.
 - 1:30 After waving good-bye to students, volunteers are free leave once their clean-up tasks are complete.
- Should the buses arrive later than 10:00 am or need to leave before 1:30 pm, the Program Coordinator will oversee the communications.
- **Students are to be under the watch and care of chaperones at all times. Never should a volunteer find themselves to be alone with a student.**
- Volunteers should allow teachers and chaperones to take any disciplinary steps. See notes below.
- We are so glad you are here! Thank you for sharing your time with us and the students.

Tips for Third – Sixth Graders

- Keep the students engaged and moving.
 - **TIPS:** Sit for part, stand for part, do the project, and keep changing it up about every ten minutes.
- Students love learning and are curious:
 - **TIPS:** Stimulate their thinking by using questions, stories, problem-solving activities, discussions, visuals, and games.
- Students this age can be sensitive, especially about self.
- Value their individual differences and give encouragement.
- Never Say “No!” Positive redirection and or supportive learning is the preference.
 - When a child answers a question incorrectly, instead of saying “no”, or “wrong”, use a positive phrase such as “that’s a thought” or “thank you for your idea.”
- **AVOID** Gender specific language. For example, use “Folks” or “Everyone.” When discussing” chores in the “1880s say “the chores were divided up” instead of saying “boys did this and girls did that”.
- For more examples see below or ask the Education Program Manager.

Gender Neutral Language

Folks Y’ALL Everyone **Students Kiddos**
Wildcats - school mascot Friends **Epic**
Humans Happy People Team

Other Tips

Suggestions for Engaging Students:

- **Eye-contact** sometimes that is all it takes for misbehavior to stop.
- **Stand close**-they will sense that they need to stop disruptive behavior.
- **Stop talking**-by your silence, the group will catch on and this is much more positive than raising your voice.
- **Whisper**-the group will quiet down so they can hear you.

Chaperones

- **Seating**-interspersed chaperones strategically among the students.
- **Assignments**-sometimes the chaperone(s) get chatty or disruptive. Assign each a duty such as “please sit by Suzie” or “could you please help at the drill table” or “please help me keep track and make sure everyone gets the opportunity to use the buck saw”.
- To ensure a smooth transition from one station to the next:
 - Thank you “all” for coming and making candles today. (Add your own style here).
 - Now you will be following your chaperone to the next station (add your style here too), and I’d to ask that one chaperone follows at the end to make sure all students get to the next station in a safe and timely manner.

Allergy Alert:

The baking station includes both wheat gluten and dairy products which students will have the opportunity to touch and eat. The museum cannot guarantee that any of the baking ingredients are nut-free or come from a nut-free facility. The flour is donated by our local Bob’s Red Mill.

Note: These instructions will be shared at orientation / greeting.

Barn #1

Objectives:

- Learn about the importance of firewood to the Stauffer-Will family.
- Learn how to use the cross-cut saw
- Learn how to use the bucksaw

Set up:

Equipment needed	Materials needed
Cross cut saw	Log for use with crosscut saw
Buck saw	Logs for use with buck saw
Sawbucks (2)	
Leather Gloves	

Before students arrive:

- Open the fold-down sign at the entry of the driveway.
- Put out the station sign.
- On Mondays, bring the crosscut saw from the wash house to the barn.
- Arrange saw bucks far enough apart to be safe.
- Set up logs for each activity on sawbucks.

Cleanup:

- Put the saws away and sweep the area.
- Put the station sign away.
- Take candleholder pieces cut by last group to Barn 2. These will be used with their first group tomorrow.
- Close the fold-down sign at the entry of the driveway.
- On Fridays, take the crosscut saw to the wash house.

Please present the following information with ALL groups:

Outside: Firewood was of vital importance to the first Aurora families. The logs first had to be cut into lengths that would fit into the cook stove, the heating stove or the fireplace. Firewood was the sole source of heat energy to the Aurora family. There was no electricity, gas, coal or oil to heat or cook with in the Oregon Territory. The firewood was usually cut up in the winter and stacked up in piles to season (dry) for use the following year. Firewood is measured by the cord. *A cord is a unit of measure that is 4 ft wide, 4 ft high and 8 ft long. A cord is divided into three sections 16" wide. Each 16" section is calling a rick. It took 10 cords of wood per year for cooking food and heating the home. Take a moment to point out the stick with orange flag that measures 80 ft from the cord.* Trees were plentiful and needed to be removed to allow space for farming. The wood was then put into long rows, or ricks, to cure or dry for the next heating season. The wood was generally kept in a woodshed near the backdoor to the house. The younger children were usually assigned the chore of keeping the wood box filled inside the house. Feel free to emphasize "this means you" (the children you are teaching).

Time to head into the barn: Please have students FOLLOW you into the barn so you can assign seating as needed. Invite all-students and chaperones to sit on bales of hay with their feet facing center. As needed, stress the importance of not playing with the hay or standing on the bales.

Inside: The men would use an 8-ft long crosscut saw to fell the tree. While the tree was on the ground the bucksaw was used to remove the branches. The men then used a crosscut saw to cut the tree trunk into lengths that would be split into pieces that would fit into the stove.

Demonstrate use of crosscut saw:

- Notice the pattern of the teeth, 4 together are the cutters, 2 connected points are the rakers. The 'cutters' have alternating beveled edges and cut the wood while the 'rakers' pull the sawdust out.
- This is a two-person saw, one person on each side, both users PULL alternatingly.

Student activity:

- Have two students sit up on the log to be cut. (Bumps on a log)
- Emphasize safety and the need to keep hands on laps while sitting on the log.
- Invite two students at a time to come up as partners to try the crosscut saw. In the case of an odd number of students, you might allow one student to choose a chaperone to be their partner.
- ***The presenter should always stay nearby, giving instructions and watching out for safety during the entire sawing activity.***

SAFETY: Instruct chaperones to ensure students remain sitting on bales of hay unless they are actively cutting or are assigned to sit on a log.

- Once the twosome gets the "rhythm" it is time to switch.
- Once all have had a turn to use the crosscut saw, the students should return to their seat on the hay bales.

Explain the use of the bucksaw:

- This is a one person saw; dominant hand goes below, gripping the handle tightly while the other hand gently rests on the top.
- Dominant hand/arm is the one that does the pumping action (does the work)
- The other hand presses downward and keeps the saw steady.

Student activity:

- Explain that small logs cut with buck saw will be used for candleholders.
- Have 2 students help weigh down the logs on sawbucks. (Bumps on the log)
- Have students take turns to cut a measured piece of log in pairs. Each cross-section makes 2 candleholders so each pair of students should cut one piece of log and then share it until the next station where they will split it in two.
- Use the measuring stick to ensure that all pieces are cut to the same length. Have students return to hay bales and move on to the next.
- After all students have finished, they should return to the hay bales and stay seated until dismissed.
- When the bell rings, send students to the next station: Barn 2. To ensure a smooth transition from one station to the next, please ask one chaperone to lead the group and one chaperone to be at the end in order to make sure all students get to the next station in a safe and timely manner.

NOTE: This activity uses up the full 30 minutes allowed per station. It is vital to keep it moving along. This is most important when the groups contain more than 12 students.

If you have a smaller group or get done with time to spare, here is additional information you can share:

- A cord of wood is said to be packed tight enough for a mouse to slip through but the cat chasing it cannot.
- In the early days of the colony, Dr Keil laid down a rule: Every morning, before breakfast, each 4-man team must cut down one tree or, if there was a shortage of meat, then instead, they must shoot at least one deer. ¹ We believe this is because the colonists and other people in the area needed the lumber and the farmers needed their land cleared.
- You are sitting in the horse stalls; cows were kept on the other end of the barn. We know that this farm used draft horses. A draft horse is a sturdy work horse, bred for hard, heavy tasks such as plowing and heavy labor. They have strength, stamina, longevity, patience and a docile temperament.
- Show horseshoe with the notches at toe and heel. Explain that the notches give traction to the horses pulling heavy loads. The elongated shoe is a mule shoe. Also, a work animal. Show the oxen shoe. Explain why the shoe has two pieces, share the picture of oxen pulling a load of logs.
- The small window was used for pitching horse manure out of the stalls. We call it a “pitch ‘er window”.
- Our cross-cut saw is also called a felling saw. The teeth are Lance Tooth design. It cuts across the grain of the tree.
- “Felling” is to cut down a tree.
- “Limbing” is removing branches and can be done with a hatchet or bucksaw.
- “Bucking” is cutting a de-limbed tree into logs of a desired size.
- A bucksaw is also a crosscut saw because, again, it is designed to cut across the grain of the tree.
- Trees that were improperly felled, laying across another tree for example, were called “widow makers” because you never knew when they were going to fall.
- Mr Stauffer died in a logging accident on his Willapa property.
- Outside the colony, loggers would get paid an average of \$1 per day.

¹ Eugene Edmund Snyder *Aurora, Their Last Utopia* p 63-64

Barn #2

Objectives:

- Learn about the construction and use of the barn
- Split a cedar bolt with a froe and mallet to make a shake
- Hand-drill a piece of wood to make a candle holder

Set up:

Equipment needed	Materials needed
Hand drills (10-12)	Small logs for candleholder
Froe	Cedar shake bolts for splitting
Mallets (2)	Markers
Leather gloves (recommended)	

Before students arrive:

- Put out the station sign.
- On Monday, bring the hand augers (drills) from the wash house to the barn.
- Set out drills at each jig on the drill table.
- Pull out the black bench for additional seating.
- Check to see that all materials and equipment needed are ready.
- Check with kitchen staff or coordinator regarding firewood.
- Stock small wheelbarrow, with firewood, as needed.

Clean up:

- Place froe, mallets and hand drills in secure places for the next day.
- Use hand brooms to sweep wood chips from the table and put the chips into metal bucket. When the bucket gets full, dump it out into wheelbarrow or compost pile.
- Stack small logs from the last group on bench for use by the next day's first group.
- Sweep the area
- Bring in the station sign.
- On Fridays, return the hand augers (drills) to the wash house.

Please share this information with ALL groups:

This barn was built around 1870. The frame, or skeleton, of the barn was put together without the use of nails or any hardware. The main beams of wood are cut and notched so that they fit together like a puzzle. This is called post and beam construction and employs the principle of using ancient mortise and tenon joinery techniques. This is where the beams are notched and fitted to provide a strong joint without using any large nails or bolts. Nails were used to put on the roof and siding of the barn. Use model to show how mortise and tenon fit together. Use second model to show trunnell (peg).

Shakes have been used since ancient times to make buildings weather tight. They are used on roofs and outside walls. Shakes are made from whatever material is locally available. Here, in the Pacific Northwest, the best material is the Western Red Cedar tree. The wood is very straight-grained, mostly free from knots and easy to split. It has natural resins that prevent rot, repels certain bugs and sheds rain quickly.

The trees are cut down, the trunks are cut into 24-inch lengths and set aside for a year to season (dry). The bolts are then cut from these lengths. Bolts are split using a froe and mallet to make shakes about ½ inch thick. The shakes are then fastened to the building in such a manner to overlap with each other and not allow the rain and wind to get inside. (Demonstrate this with the shakes at the station, how they stack for water to run off of them.) A shake roof made this way will last about 30 years before it needs to be replaced.

SAFETY first:

- **Have one chaperone stay with students on the bench.**
- **All students not actively working on these projects must remain seated!**
- **Have a 2nd chaperone help students at the drill table.**
- **Keeping the workflow smooth will help prevent others from being injured.**

Student Activity:

- Students will split a cedar shake with the mallet while the volunteer (you) holds the froe in place for the student.
- Students then split their small logs into 2 pieces. With the 2nd volunteer, the student uses the mallet while volunteer holds the froe. One half will be used for their candleholder. The other half is given to the next student.
- The half-log is then placed in the shims on the table and, using a hand auger, the students drill a hole to fit a candle. Sometimes they will need help getting the drill started and keeping it straight. Parents/chaperones can help with this.
- Instruct students to use markers provided to write their names on both project pieces.
- When students have finished, they should return to the pew until all finish.
- If you have more time, see suggestions below.
- When the bell rings, send students to the next station: House Kitchen. To ensure a smooth transition from one station to the next, please ask one chaperone to lead the group and one chaperone to be at the end in order to make sure all students get to the next station in a safe and timely manner.

Student Activity Continued:

- Give each student a piece of firewood to carry with them to the next station. Tell them to hold on to the firewood until the kitchen volunteer can instruct them what to do with it. Don't send firewood with groups 3 and 5.
- **3rd station:** please have students take their projects with them. This allows easier flow after lunch.
- **4th station:** invite students to leave their projects near the ramp facing the kitchen. This will allow easier flow to bus at the end of station 5.

Please note: We recommend that students carry their candleholder without their candle in it. There is no need for each student to make sure their candle fits into their candleholder. This takes up valuable time. The coop-master makes certain candles fit their sample.

This activity uses up the full 30 minutes allowed per station. It is vital to keep it moving along. This is most important when the groups contain more than 12 students.

If you have a smaller group or get done with time to spare, here is additional information you can share:

- Here, in the barn, we find space for some of the animals. Farm animals are domesticated animals, and as such require some care and attention from humans. In the winter and during inclement weather, the animals must be kept in the barn. Domesticated animals also need to be fed, milked, watered, sheared, curried, trimmed and cleaned up after. Children usually helped their parents in these chores. The horse stalls are at the east end of the building, while the cow stalls are at the west end. The hay to feed the animals in the winter is stored in the "haymow" located above the horse stalls.
- The horses and cows in the barn ate a great deal of hay. The Stauffers and other Colony members grew hay to feed their animals. The hay was cut in the fields by using a scythe. Colony members came together and formed crews when it was time to harvest. A day or more later, crews would return to turn the wind-rows so the hay would dry. A day or more after that, wagons and teams of horses came from neighboring farms. Next, the wagons were driven out to the field.
- Pitchforks were used to move the hay into the wagon. The full wagon was then driven into the barn to be unloaded. Hay was pitchforked up into the hay mow. The young boys would pack the loose hay tightly into the back of the mow to make room for the next load. Notice how the barn doors are opposite one another. Notice also that one is larger than the other. This is so the wagon, full of hay, could come in one side and leave, now empty of hay, through the other. This made it so the teams of horses could pull right through without having to turn around, because horses don't like to go backwards.
- This barn was completely restored in 2011. It was disassembled and reassembled entirely in that process.
- Weymouth pattern "lightening" hay knife. Used to cut portions from tightly packed hay.

Additional Information Continued:

- During the haying, the women of the Colony would bring food to feed the crews of men. Younger children would take water out to the fields to give drinks to the men working in the hot, dry fields.
- By working together, Colony members could be more efficient in their operations. The Aurora Colony gained its reputation for hard work and honesty.
- Broad hatchet (or side axe)~ It was smithed-not manufactured. It is single beveled where a regular hatchet is double beveled. May have been used to make mallet handles. Probably not the original handle. Could be used for finishing work.
- The pew is from the Colony church in Aurora, built in 1867. There was no specific denomination affiliated with the church.
- The colony members probably had nails made by a local blacksmith. As more people came to Oregon and there was more commerce, nails were brought from east coast factories. These were also square.
- Dr Martin Giesy's sleigh used during colony days. Consider a snowy day and someone is very ill. In those days, the doctor would come to you.
- Corn Sheller was first invented in 1839, it is possible this one was used during colony days.
- Milking stanchion: Helps hold cow steady while being milked.
- Wheels were made by "wheelwrights".
- The following implements may or may not be period correct. Information can be added as we obtain it:
 - Freight wagon-It is a Rushford Wagon.
 - Sulkey-a one-horse buggy
 - Bathtub
 - Sharpening stone-most likely to be period correct or at least similar

Kitchen #3

VERY IMPORTANT: Kitchen volunteers set the timer for ALL stations. As soon as students are on the back porch for the first **session, set the timer for 25 minutes. Then, set it for 30 minutes as soon as the timer rings at the end of each following session-including for the lunch break.**

Objectives:

- Learn about household activities and daily life in the lives of Aurora Colony families.
- Learn the basic principles of bread making
- Make a bread roll

Setup:

Equipment needed	Materials needed
Muffin Tins	Paper Bags
Breadboard	Markers
Hot Pads	Flour
Large Bowls for mixing dough	Brown Sugar
Wooden Spoon	Yeast
Scraper for cutting dough	Salt
Skinning knife for scraping the bowl	Melted margarine
Teapot for warm water	Non-stick spray
Small pitcher for margarine	
Small pan with water to put the margarine pitcher on stove	
Towels	
Wash basins	

Before Students arrive:

- Put out the station sign.
- Set adze and picture of broadaxe on back porch for demonstration.
- Letter and number paper sacks. Put the number on bottom 1/3 of the bag so there is room to double-fold the top of bag.
- Keep stove stoked and see that oven is getting hot. Maintain stove temp at 400°F.
- Wipe down tables with disinfecting wipes

Before Students arrive Continued:

- Place small ($\frac{1}{2}$ tsp) pile of flour on tables where each student will stand (for kneading their dough into a roll). Begin these piles at the intersection of the tables, working toward the ends. Using this method ensures the majority of students get maximum visibility of presentation. Be sure the piles are at the center of tables and not too near the edges.
- Prepare the first batch of dough and let rise while waiting for students to arrive.
 - The first batch is made a little larger and the extra dough is formed into rolls and set aside to rise. This ensures that they will be light and fluffy when cooked for lunch for the volunteers.

Clean up at the end of the day:

- Wipe tables and butcher block with wet cloth.
- Empty water from wash pan and buckets.
- Take washable items to wash house to be washed with soap and water, dry and return them to kitchen.
 - Cold water to soak
 - PLEASE:** use plastic scraper NOT THE SPONGE to scrape excess dough from bowls and utensils.
- Sweep the floor.
- Bring in pictures, place on woodbox.
- Bring in agitators, set behind the door.
- Bring in the station sign.

Oven tips: Helpful hints we have learned over the years...

- Keep watch of the temperature, using a thermometer located inside the oven. Goal is to maintain a 400°F temperature. Intermix cedar kindling with firewood if you find the wood is burning at a lower temp.
- If the oven gets too hot, simply open the oven for a short time. The thermometer takes longer to register the change, so a minute or so should be long enough.
- Do not set pans with rolls-baked or not-on the top of the stove!
- Rotate pans in oven at about halfway through the baking process. This is especially important when baking with more than one pan at a time.

FIRST: When students arrive to the back porch, set the timer and then instruct the group what to do with the firewood ie: hold onto it or place it in the outside woodbox. Invite them to set their projects on the picnic table or bench.

Please present this information to all groups:

On the porch: (2 minutes is plenty of time) This is a log home. When the Stauffers came, so many people were coming at the same time that the sawmill could not keep up with the demand for lumber. They chose to use their milled lumber allotment to build the barn to accommodate the animals. They were then on a waiting list for the milled lumber for the house. In the meantime, the family felled trees on the property to build this cabin. The logs were squared using the adze and broadaxe. The corners were notched. Chinking was the material used to fill the gaps between the logs. These families

used local materials; often mud and straw. We know that for this house, milk was also used in the chinking.

Show the picture and/or demonstrate how the logs were squared off.

Before bringing students inside, remind them to stand behind a pile of flour but NOT to touch it at this time. Remind the children not to lean against the walls as this house is a historical relic and is to be protected.

Bring students in and if the firewood is needed inside, have them neatly place it in the woodbox just inside the door.

- On rare occasions, groups are too large for the kitchen. In this case, adults should stand behind students. Then, kitchen volunteers will make a roll for them from the dough of a later batch and put their group letter with name on bag.

Inside: Please share the following info AS you are making the dough:

- The kitchen was the heart of the house. When this house was originally built, the first floor of the house was one room; the wall dividing the two rooms was added a couple years after the house was built. The cooking was done over the fire in the fireplace. Baking was done in a brick baking oven located outside. Many years later, a wood cook stove was added.
- With 12 family members and visiting workers, family or friends, the Stauffers ate a great deal of bread. As was the custom of the day, bread was eaten at every meal. Mrs Stauffer and her daughters probably made 30 loaves of bread each week.
- When making bread dough, the water needs to be just right. Too hot and it will kill the living ingredient(yeast), too cold and it won't wake it up. The temperature of a nice, cozy bath would be just right.
- Yeast is a fungus which produces a gas called Carbon Dioxide when it has water and sugar to give it energy. In those days, yeast was not readily available at the Colony Store. It was cultivated and kept in a little pot to use over and over. Much like a sourdough starter.
- The families likely used brown sugar. When the bread dough has been kneaded enough to become elastic, the gas "blows up" the dough to make light and fluffy bread.
- Salt is added to give flavor. Butter helps with the texture and flavor.
- The Stauffers raised 16 acres of wheat that, when harvested, yielded 500 bushels of wheat each year. The wheat was taken into the grist mill on Mill Creek, in Aurora. Each bushel yielded 50 lbs of flour, giving a grand total of 25,000 lbs of flour. This was quite an excess over the needs of the family. The extra flour was taken to the Colony store and credited to the family.
- Wheat flour is preferred for leavened bread due to the high gluten level. Gluten is the sticky portion of flour. Kneading changes, the gluten in the bread dough from being sticky to being elastic and smooth.
- ***Please, at least once in your day, acknowledge Bob's Red Mill for the hundreds of pounds of flour they donate to our program each year***
- We set the dough in a warm place to rise, allowing the yeast to do its job.

Note: Please help us use our donated supplies efficiently. Each participant should have a biscuit size roll and there should be enough left for the staff at lunch each day. Be aware of the size of each group and make batches of dough accordingly. Thank you.

Dough Recipe Presentation:

1. Pour 2-3 cups warm water (use cool water to adjust temperature as needed)
2. Show yeast, add 2-3 Tbsp to warm water
3. Show brown sugar, add about ¼ C to bowl
4. Show salt, add about 1 Tbsp to bowl
5. Show pitcher with melted margarine, add ¼ C to mixture
6. Show wheat kernels, discuss the process of obtaining flour.
7. Add enough flour to make dough soft.
8. Knead dough until it is no longer sticky, place in lightly greased bowl, cover with towel and set above stove to rise.
9. Bring out pre-made dough and show how the yeast has made it rise, punch down and drop dough onto counter.
10. Form dough into a long roll and cut into enough pieces to go around (plus any needed for the volunteer's lunch-early groups only and only until you have made enough).
 - a. If you have more dough than is needed for students, please place extra dough with the rising batch.
 - b. If too little dough is made for a group, chaperones will not participate in the kneading. Kitchen volunteers will provide a roll in a bag with their group letter and name at the end of the day.
11. Pass out pieces of dough to students and have them knead and shape their dough into a roll.
12. Number students off by both letter and #. The first group of the day is group "A". The following groups continue to group "E". Then, each student number is given in order of their placement of roll dough into muffin pan. Numbering should be emphasized so they remember theirs at the end of the day.
13. Have the students put their dough into the tins in the right order.
14. Bake dough in a 400-degree oven for about 10-15 minutes. Rolls should be golden brown across the top.
15. Allow bread to cool then place rolls in paper bags labeled with students' group and number.
16. When the bell rings, send students to next station: House Upstairs-through living room.

The first 4 groups are done in this order. However, the final group of the day should get the dough shaped first, then have a demonstration. This allows time for the last group's rolls to bake and be ready to hand out at the end. Also, the last group's demo of making dough should be an extremely small batch.

If you have a smaller group or get done with time to spare, here is additional information you can share:

- The original baking oven on this property was located outside between hog barn and this house. It was made of brick. On the night before baking day, a fire was built inside the oven to heat the bricks. When the fire was burned off, the residue was scraped out and the oven was cleaned with a wet mop. By this time, the dough would have been made and formed into loaves. A long wooden paddle was used to place the dough inside the oven. Then a wooden door was used to cover the opening.
- The “staff of life”, or bread, can be made from many kinds of grain. Wheat, oats, corn and rye are common. Bread comes in many forms. Unleavened breads are flat, like matzos, crackers, tortillas and pocket breads. Quick breads are leavened with soda and/or baking powder like corn bread and banana bread. In Stauffer’s time, yeast breads were the most common.
- In Aurora Colony times, yeast was often “collected” by setting out a bowl with water, flour and sugar (or just the starchy water left over from boiled potatoes) to capture the yeast spores from the air.
- Gluten is the protein in wheat that provides the energy that we need. It also gives the dough its nice texture. Gluten is good for you unless you are sensitive to it.
- Show the brown sugar cone. In the 1880’s, it was packed and shipped in this manner. Some stores still sell sugar in this way. Families may have used honey or molasses.
- After the cow has been milked, the milk is left to sit in the bucket for an hour or so. The cream then rises to the top. The cream is scooped off and put in a churn to make butter.
- Utensils on shelves: please handle with care and watch for safety.
- Canning jars during these times had a glass clamp, invented in 1882. Later they came with a twist, called a thread, molded into its top and a zinc lid with rubber ring. The rubber created the seal and the threaded lid maintained it.
- Drying rack: imagine it filled with sliced apples, nuts or other foods. There would be many such racks set outside to dry in the warm weather.
- Notice the original newspaper on the kitchen side of the wall in both German and English. The dividing wall was made of milled lumber and was papered. This wall originally had a layer of newspaper applied to the wood, before the wallpaper was applied. This helped prevent the wallpaper from splitting when the wood expanded and contracted with the seasons.
- Two of the sisters: Hannah and Christina, were married to their spouses on the same day, in front of this fireplace. September 3, 1876 has been described as a sunny morning. There was a table as long as the house that was filled with food for the party and one of the Aurora Colony bands played music for the joyous occasion.
- Christina’s butter plate-see her story on a different page.

Lead students through to living room:

Instruct students to sit on the rug, facing the fireplace. Chaperones may sit on the chairs, except rockers.

Additional Information If there is time before the upstairs volunteer can take over, choose from the following to share:

- The barn and house were built around the same time. Both were built with their walls oriented to the cardinal points-north-south and east-west.
- The fireplace was used for food preparation until a cookstove was obtained. Notice the iron pieces bricked into the fireplace for a crane. This crane supported a trammel which held the pots. Notice how the chimney is offset to allow room for the stairs.
- Notice that the door is at the bottom of the stairs rather than at the top. This was used to control the flow of heat upstairs. Since the fire was the only source of heat, the door was kept closed during the day to keep the downstairs warm and opened at night to help warm the sleeping area.
- The window glass was made by pouring molten glass onto a flat surface. Straw and other impurities can be seen in the original panes. This glass was probably packed in straw and brought from Oregon City by wagon.
- The interior walls are exposed logs that have been whitewashed. This brightens the room.
- Indoor whitewash is made of slacked(cooked) lyme , 1 lb salt and 2 gallons of water.
- Some of these walls were also wallpapered. This was done by first covering the wall with cheesecloth, then adhering to newspaper and finally wallpaper was pasted over the newspaper.
- Share the “Wallpaper Saga” found in the back of your book.
- A milled-lumber home was built in about 1885. It was built right outside where the picnic tables are now. It was taken down in 1955, when the foundation had rotted and was easier to take down than to repair.
- Lester Will, great-grandson of John Stauffer Sr, stated that the log house was left standing because, “it was built so strongly, it was too hard to tear down”.
- Some baskets were woven of straw. The bread dough was set to be raised in such baskets, which were shaped like mixing bowls.
- The chairs are called “Mule ear” chairs. The woven seat is made of rawhide. Probably from elk at that time.

Christina's Butter Plate

...when at the home of an aunt in April of 1926, I noticed among many beautiful pieces of glass, china and porcelains on the plate rail of her dining room, one lone butter plate with a flushed blue-grape pattern. I had no idea that the piece was a part of the old Colony days when I asked Aunt Christina, "Where did you get the plate with the blue-grape decorations?"

"Oh, that is one of a set of dishes we had at the old home place near Elim, Missouri", she said.

"Is it the only piece you brought along?" I asked.

"Oh no", said my aunt, "you see, my mother thought so much of her blue-grape china that she hid a few of the cups and little plates in a chest among some clothing for the long overland journey to Oregon. My oldest brother, Sam Wolfer, during one of those trying days in the great mountains, found them and promptly flew into a rage, as he sometimes did, declaring, "Such truck is useless weight" and emphasized each word by dashing every dish he could lay his hands to, on the rocks.

During the excitement, my mother, Catherine Wolfer, somehow managed to get that little plate into a sack of cornmeal and so got it safely to Oregon."

"I am glad to have one piece of that blue-grape china to remember the set by," concluded my aunt.

-William Clark Moor

Nina McCoy, a descendant of Christina Wolfer Stauffer, has donated "Christina's Butter Plate" to the museum. This beautiful plate was thought lost or at least misplaced. Not so! I took Nina and her fifteen-year-old son, Andrew, on a tour of the Stauffer-Will farm during a recent program for school children. Nina had only seen the farm from afar as by the time that she was old enough to visit, it had been turned over to historical society. Andrew, a tall, strapping lad, took notes and pictures with plans to turn these in as part of a high school project. At the conclusion of the tour, I asked Nina if she had any Colony artifacts and after pausing just a bit she answered, "Well, there is this one plate..."

It was in 1926 that Clark Moor Will first noticed this plate. He was visiting Ida Stauffer and asked her about it. From Ida he learned that Catherine Wolfer, wife of Rudolph, had packed the plate along with other pieces of the family's prized china for the 1863 trip from Bethel, Missouri, to Aurora, Oregon across the Oregon Trail. Their daughter, Christina Wolfer, then just nine years old, witnessed the wrath of her brother Samuel when he discovered this "useless truck" in the belongings. Samuel, experiencing a very difficult time on the trek, blew into a rage at the excess weight represented by the china and he began breaking each piece over rocks. His mother, however, saved this one example had hid it in cornmeal for the rest of the trip.

The plate, designated as "Christina's Butter Plate" by Clark, made it into the Stauffer family by virtue of Christina Wolfer's marriage to Jacob Stauffer. Their daughter, Ida, had possession of the plate in 1926 and it was eventually inherited by Nina, a descendant of Ida's twin brother Elmer. This almost mythical object has been the subject of much speculation about its probably whereabouts but no longer! Thanks to Catherine Wolfer for saving the plate, to all of her descendants for preserving it and to Nina McCoy for donating it to the museum. -Patrick Harris

This Christina is Christina Wolfer Stauffer. Jacob Stauffer married her a few years after his first wife, Matilda, died in childbirth.

House #4

Objectives:

- To acquaint students with activities of daily living in the 1870's.
- Students will be able to discuss the importance of quilts and the general process for making one.
- Students will also be able to describe typical sleeping arrangements of the period.

Set up

Equipment needed	Materials needed
Loom that is warped with the weaving begun	½ inch fabric strips for weaving on loom
Spinning Wheel	Small basket of unwashed wool
Hand shears	Large basket of washed but uncarded wool
Wool cards	Basket of carded wool next to spinning wheel
Table setup with various items used for spinning and weaving	Spun and dyed wool (display)
Quilting frame set up	Paper quilt patterns
Quilting samples on the wall	Pre-cut quilt squares
Quilts on beds	Glue sticks in basket
Rosina's sampler on the wall	Work boards
	Pens in small basket

Before students arrive:

- Put up station sign
- Make sure the loom is set up and ready to go with the fabric strips ready.
- Materials for student activity are found in the large chest in the 2nd room.
- Prepare baskets of pre-cut quilt squares. It works better for the students to have a small amount to choose from.
- Organize work boards, glue sticks and pens for student activity.
- Have quilt pattern papers ready to pass out.

Clean up at the end of the day:

- Put away the quilt supplies back into chest in 2nd room.
- Pick up floor and the 'fuzz bunnies' in both rooms.
- Run sweeper or vacuum (located in the stairwell to the attic).
- Sweep the stairwell down to the living room, if needed.
- Consider sweeping or vacuuming the living room if needed.
- Close all windows. Be sure to use caution as our very old windows are fragile, and the panes easily fall out.
- Unplug heater.
- Put away the station sign.

Please share this information with all groups:

Before bringing students upstairs: Introduce the Stauffer-Will family while standing in front of the pictures. Explain that this house was built by John and Mary (or Maria) Stauffer with the help of family and Colony members. They had 8 daughters and 2 sons. The oldest son was named Jacob. He had a daughter, Matilda. Show her picture at about 10 years of age. When she grew older, she married August Will. They later inherited this farm and that is why it is called the Stauffer-Will farm.

Point out Rosina in the pictures and ask them to remember her name. Tell them when they get upstairs, using their eyes only, look for her name in the first room. When they find her name, sit down on the red rug.

This discussion downstairs should only take about 2 minutes.

Lead the children upstairs after cautioning them about safety on our steep, twisting stairs that have no handrail. As soon as you get upstairs, stand in front of the spinning wheel, to protect it from children and their curious fingers. After everyone has arrived upstairs, ask all students to be seated on the rug, and to point to Rosina's name.

Room #1:

A young girl would be given a needle and thread and taught to sew when they were 3-5 years old. One of the first projects was a beginner's sampler. We know Rosina's sampler is not complete because of the open space in the middle. It is missing two of the five most common components. Usually, a first sampler would include: the alphabet, the numbers, pictures, name and date, or year, of completion.

After crossing the Oregon Trail, the travelers' clothing would need to be replaced. Cotton fabric would need to come from the other side of the United States, which was very expensive. Linen is made from the flax which is a plant that grows well in the Willamette valley. Wool from farm-raised sheep was used to make wool fabric.

Lead to room #2, have folks stand on rug while you are standing behind the rope and share the follow

The two upstairs rooms were used for sleeping and also for handwork. The girls probably slept in the west (quilt) room, while the parents slept in the room with the chimney.

Children often slept 2 or 3 to a bed. The younger son, John Jr probably slept in the attic as would visiting male family or farm help.

*Students are often completely unaware of sanitary needs of this period. *

Hold up the chamber pot and ask: "Does anyone know what this is?"

Let's pretend that you have just come home from a party. You had lots of cider. In the middle of the night, all that cider caught up with you. Did you want to walk all the way to the outhouse? It had to be placed at some distance away from the house and the well. So, probably not. Instead, you use the chamber pot, and then place it back under the bed until morning. In the morning, mother or one of the older girls emptied it in the outhouse, rinsed it with cold water, scalded it with hot water and returned it under the bed. Chamber pots were only used in emergencies.

It is very important that the outhouse be placed at some distance from the house, and as far as was possible while still convenient from the well. No one wants those to meet.

Invite the students to sit on the outer edges of the rug, facing the center.

Meanwhile, you move over to the project area.

Using the "how-to" display on the wall, explain the steps involved in making a quilt.

1. Choose your design and cut fabric into the right shape for your pattern.
2. Sew the shapes together to form a block.
3. Sew all the blocks together to form the quilt top.
4. Every quilt has three layers:
 - a. The top
 - b. The batting which is the fluffy layer of wool-or could be an older quilt.
 - c. The backing
5. The three layers then can either be tied together or quilted.
6. Quilt's edges are then finished with a binding.
7. This process could take weeks or months, depending on the quilter's skill.

There may be slight variations of this activity as volunteers offer their own insight and creativity.

All supplies are kept in plastic boxes.

Student activity:

- Pass out workboards.
- Pass out quilt pattern papers with the side showing the upcoming events at the museum and briefly explain them. Then, invite them to turn the paper over to the quilt template.
- Explain the importance of using glue sticks directly on the paper and not on the fabric pieces. Explain the different patterns (on the wall above the chest by the door) and the use of lights and darks.
- Lay out baskets with quilt squares.
- Have students create their quilt square directly on the pattern paper and write their name on paper, using pens provided.
- Assign a chaperone to hold on to all papers so the students' hands are free for the next activity.
- After the bell rings, LEAD the group downstairs and out the front door, sending them to the next station: Chicken Coop. To ensure a smooth transition from one station to the next, please ask one chaperone to lead the group and one chaperone to be at the end in order to make sure all students get to the next station in a safe and timely manner.

IF you have time to spare, here is some additional info to share:

- Life was hard, and a lot of people got very hurt or sick easily, so having a big family was the practice. The more family members, the more hands to help, and the better chances of surviving.
- At the downstairs fireplace there is a square tin box with holes in it. This is a foot warmer. Hot coal was placed inside, latch closed and then bundled under blankets at the foot area of the carriage/sleigh/wagon on cold winter days.
- The first samplers were used as a way to help learn letters and numbers.
- Later, more elaborate samplers were embroidered and those were used as a way to display their talents in order to impress friends and fellows, or perhaps a suitor.
- There are no closets in the house. Clothing would be hung on pegs, stored in chests or in an armoire/closet if you had one. These closets weren't built into the wall, they stand on their own.
- Wool: Wool from farm-raised sheep was used to make wool fabric which was used for clothing and for quilts. Sheep are shorn once a year, in the spring. A good sheep shearer could remove the entire fleece in one big piece. They had a way to hold the sheep, so it relaxed and did not struggle. Before the fleece was washed, the children would pick out the sticks and large debris. They could help wash the fleece. Then they would 'pick' it which means to remove any smaller pieces of debris, such as seeds, that did not come out in the wash. Next they would 'tease' the wool which means to separate the little curly ends. Finally, the wool was carded. Kids could help with the carding process. Then, when enough wool was prepared, it would then be spun on a spinning wheel. Once the wool is spun into yarn, it could be dyed using natural dyes. Then the yarn could either be knit, crocheted or put on the loom to weave into fabric.
- Carding is done gently like petting a kitten, only in one direction.
- Wool fibers stick together because of microscopic scales which mesh together.
- Single strands of wool are spun together to ply into double or triple strands to increase strength.
- Red dye was obtained from madder root. It could be gathered at any time of year. This root was cultivated in the family garden. Black walnut hulls were used to dye brown. Green was obtained by boiling peach leaves. All yarn was treated with an alum process to make colors fast.

- The women of the Colony made the clothing and the bedding for the family. Spinning, weaving, quilting and sewing were always in evidence in the family home.
- Considering the time it takes until fiber is spun and fabric woven, a suit of clothes is estimated to take 50-60 hours. This is in addition to preparing wool (or linen) for spinning. For this reason, clothing was passed down, re-cut to fit, and reused where possible.
- Most people had fewer clothes, often two sets – nice clothes, and everyday/work clothes. Work clothes were worn all week. Underclothes were not changed as often. Bathing was a big process without indoor plumbing or water heaters, once a week was considered ample.
- Linen came from flax grown in the Willamette Valley. It was lightweight and durable and used for clothing and bedding. This is why bedding is called “linens”. Flax is the plant and linen is the product.
- Linsey-woolsey was a common fabric. One of the earliest fabrics used in American quilts was linsey-woolsey. This durable fabric consisted of a linen (or sometimes cotton) warp and a wool weft.
- Linsey-woolsey bedcovers were generally whole cloth quilts. As the quilt wore out, usable sections were salvaged and were pieced into other quilts, braided into rag rugs or used as rags.
- Loom activity: Divide the group in half and let each student ‘throw’ or ‘catch’ the shuttle. Station volunteer does the actual weaving.
- The Colony also had a weaving & spinning ‘shop’ in Aurora where young, unmarried men and women worked. Show coverlet artifact while wearing white gloves.
- The natural light found upstairs made it easier to see as needlework was done.
- Spool beds are typical of the Colony woodworkers.
- The Colony sold beds and coverlets to bring outside money in.
- Quilts: Quilts were highly valued as bed covering, both for warmth and as decoration. Quilting allowed a woman to express her creativity. Some quilts used new material while many were made from leftover fabrics, or the good portions of clothing too worn to patch. Pieces were collected and stored in a scrap bag until there was enough to create a quilt top.
- Often, the women would gather to quilt. This was a time for socializing with other women. The children would come along and play under the quilt frame. Children about 10 years old would help with threading the needles for the older women or those whose eyesight was less ideal.
- Some quilters made up their own designs or borrowed a pattern from others. They would trace the pattern on whatever was available such as old letters, used envelopes or brown paper wrapping. Sometimes quilters were inspired by shapes around them and used these shapes in their quilts such as leaves, playing cards, bowls or dominoes.
- Use the display of the quilt on a frame and pictures above it to share more quilting ideas.
- During the colony’s time, all sewing was done by hand. Consumers could start purchasing sewing machines in the 1860s, but they weren’t common. One hour at the sewing machine equals 14 hours of sewing by hand.

Resources: Quilts, Annual Quilt Show, Hand-Quilting Group at the Museum

Chicken Coop #5

Objectives:

- To involve students in daily farm life.
- To learn about chicken and egg production.
- To learn about the task of candle making.

Set up:

Equipment needed	Materials needed
Crock pots (3-4)	Paraffin wax
Buckets of water (3-4)	Wicks cut about 5"
Wax trimming tools (Scissors, knife)	Paper to cover tablecloth
Strainer (used to strain particles of wax from water buckets)	
Slotted spoon used to retrieve candles dropped into hot wax	
Sample candleholder from station Barn #2	
Candle mold	
Beeswax	
Tallow sample	
Candle samples	
Chicken nesting displays	
Picture of woman dipping multiple candles	

Before students arrive:

- Put out the station sign.
- Check that crock pots are set to 'low' and that the wax is within 1 inch below top of crock pot.
- Fill all 4 water buckets from faucet in wash house, unless coordinator has done it.
- Locate and prepare wicks. Each envelope should contain 60 wicks.
- Set up a table so students can move around it. Place crockpots, evenly spaced on the table. Set the water buckets close to each crockpot to reduce the amount of wax that drips onto the table.
- Set up a demonstration table with items to be discussed.

Clean up at the end of the day:

- Skim any wax particles from water buckets and put into crock pots. It is okay if a little water gets in with the melted wax.
- Peel and scoop up excess wax off paper and put it also into crocks.
- Empty water buckets onto the grass outside.
- Set crocks on the floor and remove paper from table, folding or rolling it up so the bits of wax still left on paper do not fall on floor. This paper is used to start the kitchen fire the next morning. It is important there is not excessive amounts of wax. A little is fine and even helps the fire to start quickly. Too much wax will melt into the ash pan, creating a fire hazard.
- Replace paper, covering the table. Poke hole for cords to go through, replace crock pots to tabletop and plug them back in.
- Check wax level of crocks, making sure they come to about ½” below rim of crock.
- Crock pots should be plugged in and turned on ‘low’ for the night.
- Replace demo items, as needed.
- Sweep floor.
- Bring in station sign.

When the students arrive, have them place projects under the bench as they are seated.

Please share all this info with each group:

The coop was used for raising chickens from the time the baby chicks hatched from eggs to full grown, egg-producing hens. Eggs were either eaten by the family, delivered to the Colony store to be counted and go on the family ledger or hatched to increase flock size. Chickens were butchered to be eaten by family or Colony members.

During the 1860’s, there was no electricity for light, oil and kerosene for lamps and lanterns was not easily available. Farmers would use sunlight as long as possible but during winter, when darkness came earlier, candles could be used. Candles were sometimes made from tallow. Tallow is rendered from the fat around the kidney of cows, sheep, elk and deer.

They could also make candles from beeswax, if it was available. The wax we are using today is paraffin. The wicks we are using today are made of cotton. In the 19th century, they would probably have used linen wicking.

Show students the picture of woman dipping multiple candles. Explain how someone would increase production by dipping more than one candle at a time.

NOTE: It does **NOT** work to try talking to the students while they are dipping. Only guide and direct them individually as needed.

Student Activity:

- Tell students what they will be doing. Caution them about the hot wax and being very careful. Reassure them the drips of wax on their hands will not burn them but DON'T allow them to dip their fingers/hands.
- **Remind the students of fire-safety and instruct them to only light their candle with adult supervision, and never leave a burning candle unattended.**
- Demonstrate how they will make their candle.
- No double-dipping--no arguments! Ask them to stop dipping when their candle is big enough.
- Explain to students that leaving their candle in the wax won't enlarge it, instead it will melt off all their progress. This can be demonstrated beforehand while asking what students think will happen if you leave it hanging in the wax...
- Hand out wicks--adults may participate as long as groups are not more than 12 students. If the adults are going to dip a candle, please space them evenly through the group and ask them to help with crowd movement.
- If adults do not participate in the dipping, ask them to stand just outside the circle of students and help the students to keep dipping and moving.
- Have the students move around the table, following this process:
- Dip wick in wax for a count of 1, 2 out loud. Wax 1, to water 2.
- Allow freshly dipped wick to drip excess wax into crock pot
- Dip into water and keep it there while waiting to move to the next crock.
- In the beginning, instruct students to straighten their wicks after the first couple of dips into the wax-until it stays mostly straight.
- Move students around the table enough times so the candles are fat enough to fit into the sample candleholder. Then they need to go sit on the bench.
- Try not to let any candle grow so large that it needs to be trimmed. If a candle needs to be trimmed, only an adult may use the tools provided to trim it. Please put trimmed wax back into crock pot.
- If students are struggling to circle the table with enough speed to complete the project in time, encourage them to sing old songs as they go to get a rhythm. Ex: She'll Be Coming Round the Mountain, Oh Susannah
- Once all students are done and sitting on the bench, you may use the remaining time for further discussion.
- When the bell rings, send the students to their next station: Barn #1 at the stack of wood. Please do not use the term "cord of wood" as that is an introductory term used by the volunteer at that station.
- To ensure a smooth transition from one station to the next, please ask one chaperone to lead the group and one chaperone to be at the end in order to make sure all students get to the next station in a safe and timely manner.

Additional Information:

- Feathers were used to stuff mattresses or pillows. The rooster was valuable as an early morning alarm clock.
- They could clean the chicken manure from the coop, let it sit for a year and then use it for fertilizer. Using it before it has seasoned, the manure would cause damage rather than feed the soil because it is too hot, and has stomach acids still in it.
- The chickens were free-range. It would be a child's job to open the small door each morning. In the evening, as the sun goes down, the chickens would return on their own but again, a child's responsibility would be to close the small door to keep wild animals out.
- Depending on the time of year, the Stauffers had between 50 and 100 chickens. Each fully grown hen laid an average of 1 egg per day. In the winter, production slowed.
- The breed of chicken here at the farm was probably Dominique. This breed was known for being calm, personable and hardy. They were good for both meat and eggs. Their dense feathers made them more usable. They had a relatively longer laying period and are described as prolific layers of brown eggs. Their combs are frost-bite resistant.
- There were more nest boxes than are left on the wall. Also, we can see where the roosts were set up. (In the corner where the demonstration table is now.)
- A glass egg was left in places where the family wanted the chickens to lay their eggs. The fake egg would encourage the hen to lay her eggs that spot.
- In some areas, during these times, the money a farmer's wife got from selling eggs, was hers to do with as she wanted. This was called "egg money."
- Baby chicks were shared with others. The ones that were kept were put in a separate area until the chick was old enough to mix with the bigger hens.
- It takes 21 days to hatch a chick from the day the egg is laid.
- A pullet is a young hen. Cockerels are young roosters.
- Eggs were stored in the cellar until it was time to take them into town-about once a week. They were packed in straw for the journey to prevent breakage.
- Unwashed eggs do not need to be chilled. Straight out of the hen, they have a protective coating called a "bloom" or a cuticle. Eggs are porous, so washing them removes this coating they are more quickly susceptible to germs in the air.
- Spring abundance of eggs can be stored unrefrigerated in a process called egg glassing. This is a process of submerging clean, unwashed eggs in a water and pickling lime solution that further seals the shell that can preserve them for up to 6 months.
- Live chickens intended for meat were placed in small crates and shipped to town.
- Paraffin was invented about the time of the colony but was not readily available on the west coast.
- Tallow is the by-product from a butchered cow or sheep. This made it a limited resource. For this reason they were used very conservatively.
- After the sun went down, they would have used the light from the fire as much as they could before lighting a candle.
- Tallow candles have a smell, they drip and give off a smoky residue.
- Beeswax candles burn brighter, last longer and smell sweeter than those made from tallow.

ADD On: Sunflower & Cellar Station #6

Objective:

- To acquaint students with how food was stored in the Cellar in the 1870's.
- Students will be able to discuss the importance of storing food.
- Students will also be able to describe typical food that was stored
- Students will be able to plant Sunflowers.

Set up

Equipment needed	Materials needed
Watering Cans	Sunflower Seeds
PROP: Plow or Pictures of Equip.	Pencils
	Soil
	Planting Flat
	Baskets
	Package of Seeds (to take home)

Before students arrive:

- Assess the Sunflower bed - weed / prep area for planting.
- Put up station sign.
- Set up Sunflower seed station.
- Assess the size of the group and /or divide group 1/2 cellar & 1/2 seed.

Clean up at the end of the day:

- Close Cellar Doors.
- Put away seeds in dry storage area.
- Put away the station sign.

Sunflower Activity

- With a show of hands, how many have ever grown sunflowers?
- Encourage students to plant a seed in the bed, cover with soil. Great opportunity to discuss a plow.
- Encourage students to plant their own seeds in cups to take home.
- **Optional:** Share with group usefulness of growing and storing own food.

Cellar Activity:

- Give a tour of Cellar and ask students about storing food.
- Involve and Engage and Tell Story:
- Share “Bear” Did you know that John Stauffer has this _____ (bear skull).
 - How do you think he killed the bear?
 - Why did he kill the bear?
 - Now you write the story about the bear!!

Optional Information to Share with Group:

Root Cellar (Feel free to Use Props for Assistance)

- The common sunflower (*Helianthus annuus*) is a fitting plant of the month for November, which is Harvest Season.
- The general Sunflower or *Helianthus* genus is easily identifiable based on the following plant characteristics:
 - It has showy, vibrant flower petals (primarily shades of yellow) known as ray flowers that surround the brown central disk flowers.
 - There is usually a central head of flowers with some offshoots.
 - It has visible hairs along the main stem.
- A sunflower is an annual plant, meaning it flowers and produces seeds each year and then dies back at the end of the growing season. **Sunflowers are noted for their heliotropism, where the plant’s flower head tracks the movement of the sun across the sky each day as it grows.**

Resources:

Elpel, Thomas J. (2018) *Botany in a Day: The Patterns Method of Plant Identification* 6th ed. HOPS Press, LLC.

The Aurora Colony

In 1856 a dedicated group of German speaking Christians came to the Willamette Valley to establish a new site for their communal society. Dr Keil, their leader, had first brought the group from Pennsylvania to Missouri, where they founded the town of Bethel. They did not belong to any organized church and were typical of many religious sects of the time.

Dr Keil organized the Aurora Colony around these concepts:

- “From each according to his abilities: to each according to his needs”
- “Love one another”
- Tenets of the New Testament, including the instruction to believers to hold all things in common.

When the first group of about 150 Colony members arrived in Aurora, Dr Keil purchased, under his name, several hundred acres of farmland, a sawmill and gristmill all adjacent to the Pudding River. More Colony members came in 1863 and 1865. By 1870 the total area of the Colony was about 19,500 acres, scattered around the area. Colony properties extended from Butteville to Charbonneau and Hubbard.

Each family lived as an independent unit and occupied their own separate dwelling. Unmarried girls usually lived with their family until their marriage, while unmarried men frequently lived in bachelor housing especially built for that purpose.

Most men of the Colony were knowledgeable about farm life since they had been farmers in Missouri and Pennsylvania. There were wheelwrights, cobblers (shoemakers), carpenters, tinsmiths, coopers (barrel makers), millers, furniture makers, blacksmiths, etc. By using communal labor and working together when needed, Colony members were able to live in better housing than they would have achieved outside the colony. In the beginning of the Colony, members spoke German. This common language helped to establish their own social structure. It also helped isolate them from ‘the world’.

Communal shops and equipment were also available to support colony efforts. Farmers brought their produce (not needed by their families) into the Colony store where they received credit for it. This credit could be used to purchase other items such as fabrics, harnesses, musical instruments, kitchenware or furniture. Sometimes the extra merchandise was sold outside of the community.

Women worked to raise the children, milk the cows, feed the chickens, make bread, gather eggs, churn butter, spin, weave, make clothing, preserve food, etc. Some women worked in the spinning and weaving ‘shop’ where blankets and throws were made for commercial sales. Cheese, butter, eggs and dried fruit all could be brought to the store for credit against that which could not be grown at home. Children were assigned chores as soon as they were able to do them. They generally fell along gender lines-girls doing women’s chores and boys doing

men's chores. Some of the chores included sewing and mending, gathering eggs, churning butter, feeding the livestock, cutting and carrying firewood and seeding the garden.

At the height of the Colony there were more than 300 men, women and children involved in the Colony. (about 1870)

Although Dr Keil wanted his Colony to be away from influences of the outside world, he also realized that trading was an important ingredient of the Colony's success. Aurora was on the main road between Oregon City and Salem. Dr Keil's house (Das Grosse Haus) was used as a communal building, with family rooms, meeting rooms and housing for unmarried men. This house had even been used as a meal stop for stagecoaches. When the Aurora Colony Hotel was constructed, a large dining room became a favorite stop for travelers and was famous throughout the state. The dining hall had become a chief moneymaker for the Colony and was largely staffed by the spinsters and unmarried women of the Colony. "Dutchtown" became an even more popular stop when the railroad was put through in 1869. (Dutch is from Deutschland meaning Germany) By design, the hotel and train depot were just steps apart.

The Colony members were hardworking and successful. They also knew how to have fun. Celebrations with eating and dancing served to unify the strong sense of community. Music was one of the things that contributed to holding the Colony together. An Aurora Colony Band was active as early as 1856 and played for the various Colony picnics, dances, concerts and fetes which were an important part of colony life. The band also played at other communities and was in big demand at the State Fair. As the Colony grew, another band was established for the younger men and boys. This was the "pie and beer" band because that's what they were paid.

School was another important element of the Colony. At first the school was taught in both German and English, later just in English.

The Colony continued to prosper and expand. Large families were common in the Colony and society. The heyday of the Colony was in the period 1865-1873. Additional farmland was purchased, families moved from 'temporary' log homes to homes made of lumber from the sawmill. The reputation of the people in "Dutchtown" for honesty and hard work spread far and wide.

As with most Utopian societies of that day, the Colony was held together by a charismatic leader. In this case, Dr Keil. In his role as a firm patriarch, Dr Keil did not encourage others to share control of Colony affairs. There were no successors in line for the leadership position. After Keil's death in 1877, the elders decided to dissolve the Colony, with a majority of the members agreeing dissolution.

Even before his death, Dr Keil had begun transferring ownership of properties to individual members. Up to this time, Colony land had been in Dr Keil's name. Also, there were several

Colony members involved in private enterprises. The division of the rest of the Colony property was probated as a will by a judge (and the land in Bethel, Missouri) and took several years and much discussion. January of 1883 saw the final distribution of lands and property.

The year 1883 may have seen the end of the Colony proper, but most of the former members continued to live as before. They lived in the same houses, tilled the same fields and attended the same church, school and social events. While communal society no longer was officially in existence, the chief difference was that everything was no longer held in common. Colony members had many years of friendship, shared adventures and interrelated families to keep them united. They also had their simple faith. The Aurora Band continued to perform through the 1920's. The Aurora Hotel, by this time in private ownership, continued to be a popular train stop.

Today, the Aurora Colony Historical Society maintains a museum complex and the Stauffer-Will Farm as well as rental houses and commercial property. The museum complex contains the Ox Barn Museum, the Kraus House, Wash House, Tie Shed and Steinbach Log Cabin. The Willamette Valley Herb Society maintains an herb garden on the museum grounds.

The Stauffer-Will Farm²

The Stauffer-Will farm was the home of the John Stauffer, Sr family in the late 19th century. John was born in 1810 and his wife, Mary, also called "Maria", in 1814, both in Switzerland. The history of the family is made confusing by the fact that Mary's maiden name was also Stauffer, and she also had a brother named "John" who was born in 1810. He was known as "Hans" to differentiate him from her husband. John and Mary were married in Pennsylvania about 1835 and joined a Christian communal society composed primarily of people of German descent led by Dr Wilhelm Keil. The group left Pennsylvania in 1844 to found a communal village in Missouri which they called Bethel.

As the economic and political conditions in Missouri began to affect the colony, Dr Keil decided to send scouts to the Oregon Territory to investigate the possibility of establishing a new colony in a somewhat more isolated environment. In 1853 a group of nine scouts, including both John and "Hans" Stauffer, left Bethel on horseback to find land in the far northwest. They found a likely site near Ft Steilacoom and not far from Willapa Bay in the Oregon Territory. Later, Willapa became part of the state of Washington. Here, they began to file land claims and build cabins. Three of the scouts returned to Bethel to assist Dr Keil in preparing for the wagon trip west.

In May of 1855, just three days before the wagon train left, John and Maria were blessed with the birth of their eighth child (Christina). After the long journey across the Oregon Trail, the wagon train with Dr Keil and a group of colony members arrived in Willapa. To Dr Keil's dismay, however, the site was too far from a population center that would allow efficient trading. In addition, this area was too damp and heavily forested for good farming.

After a short time, Dr Keil and the majority of the group moved to the Willamette Valley where the colony purchased a grist mill and sawmill on the Pudding River. A few families decided to remain behind, in Willapa, in order to ensure permanent ownership of their claims. In 1863 Maria's siblings moved to the Aurora area and settled near what is now the town of Donald. This family was later referred to as the "Donald Stauffers".

Around 1866 John and Mary's eldest son, Jacob, married Matilda Knight. In 1867 Matilda died giving birth to twins. Only one child, named Matilda after her mother, survived. In 1868, the entire family, including Jacob and his daughter, Matilda, moved to Aurora, possibly to be closer to other members of Maria's family.

In January 1869 Keil purchased 320 acres two and a half miles south of Aurora for the John Stauffer family where the two-story log house was built. Some of the acreage was in meadows and an apple orchard, but much was in woodland. The family had grown to ten children now. Jacob, the oldest, and John, the seventh child, born in 1851, were the only boys. They needed a good size house, and since the sawmill could not keep up with the demand for finished

lumber the family constructed their new home of hand-hewn logs from old-growth timber on the property. The house is 16 logs high, with large rooms and ample windows. There is a dirt cellar below the main floor, which was used for storage. The main floor had one large room that was eventually divided into two rooms. The fireplace was originally made of stone. The massive chimney provided the only heat for the second floor and attic. In cold weather, fires burned 24-hours.

Upstairs there are two rooms, one for the use of the girls, the other for the parents. The boys and visiting men probably slept in the attic.

In 1872 the first distribution of colony land was made, and John Stauffer was able to purchase his property from Keil for \$2100

The barn was built about the same time as the house. Both the barn and house were built with their walls oriented to the cardinal points (north-south, east-west). Other outbuildings were added, as the family needed them.

John Sr exchanged apples, onion sets, dried apples, eggs, butter, lard, bacon and plums as well as occasional animal bins produced by John Jr. These items were weighed and converted into their cash value and applied to the account held by the family at the colony store. Dried apples made up a large portion of the farm products, but at .05 per pound, the family had to produce great quantities. In 1874, John Sr brought 333 pounds of dried apples to the store. By 1884, that amount had increased to 1,508 pounds. (see attached schedule of agriculture)

Maria Stauffer died in 1875 at the age of 61, loosening the family ties with the Stauffers of Donald. After her death, John Sr and (unmarried) John Jr returned to their property in Willapa, Washington Territory. John Sr was killed in 1886 while felling trees on his original land claim in Willapa and is buried there in the Giesy graveyard near Dr Keil's oldest son, Willie.

In 1883 Jacob remarried and he and his new wife, Christina Wolfer, apparently lived on the farm.

Matilda Stauffer lived with her aunts until her marriage in 1889 to August Will. About 1885 the Stauffers built a new two-story lumber house and the log house was no longer used as a residence.

John Sr was killed in 1886 while felling trees on his original land claim near Willapa, and is buried there near Dr Keil's oldest son, Willie.

The Stauffer's ties to the Willapa country had never been severed, and John Jr, sometimes called "Hunter John" and later referred to as "Uncle John" spent much of his time moving back and forth between Aurora and Willapa. One of his unmarried sisters often spent time with him at Willapa. In 1888 he bought out all of the heirs of their Willapa property and in 1902 returned to Aurora to stay.

The farm property in Aurora was split between the four unmarried sisters and the oldest son, Jacob. The sisters continued to live on the farm, doing much of the work themselves and getting help when they needed it.

Jacob's daughter, Mathilda, whom the sisters had raised, married August Will in 1890. Their son, Lester, later inherited the 25 acres owned by the sisters.

In 1922, after the death of the last of the children of John and Maria, Lester Will, the son of August and Matilda Stauffer Will, inherited the 25 acres belonging to the sisters. He moved into the lumber house, which he razed in 1956. He then built a new home, east of the farm, in which his descendants still reside. (see family tree attached)

The Aurora Colony Historical Society acquired 0.8 acres of land, which includes the farm buildings. The site has been used since 1987 for various school programs and social events.

Much of the information on these pages is obtained from research by Vera Yoder in 2002

Additional facts:

- The hog barn held the hogs, which were not only used for food, but were also a garbage disposal, source of meat, hide, bones and grease. The motto was to "use up everything but the squeal".
- The granary was used to store and dry much of the oats, wheat and apples.
- The buildings that are now gone are the well house, bake house, woodshed and outhouse.

The Almost Completely True Story of Charles Schneider

I usually introduce this story by asking the children if they have been studying the Oregon Trail, and if so, about the size of the wagons that travelers used on the Trail. I ask them if the wagons were large enough so travelers could bring everything, they wanted with them, and if the people rode in the wagons.

Obviously, the answer is that the wagons were quite small and that for the most part, people walked. That begins a discussion of the types of things that would have been left behind. Usually, the children volunteer such things as furniture and toys. I then ask them “what about family members?”

A stunned silence often follows. I ask them if they think they could walk several thousand miles and we talk about what that would really be like.

Charles Schneider (later generations changed the spelling to ‘Snyder’) was about ten years old when the 1855 wagon train left Bethel, Missouri for Aurora. His mother had died some time before. Charles and his three older brothers (David, Israel and Henry) were divided among neighbors. According to records, David and Israel were sent to good homes, but Henry and Charles were sent to ‘hard places with stern people who didn’t have much use for children’. Charles was sent to live at Nineveh, about 40 miles from Bethel.

Charles’ Father, brothers and many friends and neighbors from Bethel were going to Aurora with the 1855 wagon train. Charles went to visit them to say goodbye.

Charles watched the wagon train pull out with his family, friends and neighbors. (What would that feel like, I ask the children? Can you imagine watching your dad, brothers, neighbors and friends leaving, knowing you might never see them again?) Charles decided he would not be left behind, so he got a pony and followed the wagon train at a distance, staying out of sight until the train had made camp for the night. He then rode in, and it was decided he would be allowed to make the journey. He was barefoot and had only the clothes he was wearing. The wagon train stopped in Saint Joseph, Missouri and Dr Keil bought him shoes and a better pair of trousers.

Charles survived the trip, grew up and married a girl, Christina Schuele, who came from Bethel with the 1863 wagon train. He helped build the Aurora Colony church, which had a tower 114’ tall, with an observation balcony with room for the Colony’s 60-piece band.

NOTE: The above version includes details I learned from research before writing this story down. In the past, I told it that Charles’ parents planned to leave him with neighbors due to concern he would not be strong enough to make the trip. There are several versions of this story told.

(Diane Kocher-Downs, 1999)

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