

into it; the next day more salt and some saltpetre taking care not to break the skin inside the ribs. Pile the sides on one another with salt and place two pieces of sticks between each side: in ten days you will find if the meat is cured, and pack it.

**BARRELS OF PRIME MESS PORK.**—To be made from pigs weighing 140 to 180 lbs. the whole of the pig to be used except the heads and feet, and cut into 4lb. pieces, as near as may be.—2 iron hoops.

**PRIME MESS BEEF.**—Should be packed into tierces containing 38 pieces of 8lbs.; the run of the cattle, with the exception of blades and shins, to be cut from cattle weighing dead 550 or 600 lbs.—4 iron hoops.

**AN IRISH RECEIPT FOR RENDERING LARD.**—Get a large chaldron with a cock tap at bottom, put in a small piece of silver, put in *only the leaf lard*; keep skimming until no more scum arises, then draw off into bladders—as soon as filled to be dipped into tubs of cold water, then tied and hung up to bleach—when shipped to be packed into casks of oat or rice chaff with the number of bladders and the weight marked outside. The inferior fat had better be melted separately.

**PICKLE.**—To be made in tanks or large casks with as much salt as the water will dissolve, to be stirred up and skimmed frequently—to be drawn off when settled by a tap at about one foot from the bottom of the vessel.

[Provisions cured and packed in the above manner will probably be worth 25 to 50 per cent. more than those cured in the usual manner. All pickled provisions should be in pickle a week or ten days before being packed, to extract the blood.—Ed. C. T. A.]

#### APPLES FOR STOCK.

"A Practical Farmer," in the *Boston Cultivator* says: "Last year I butchered a hog sixteen months old, which weighed 500 lbs. For some weeks before bringing him to the tub he ate nothing but boiled apples. Corn meal was offered him, but refused; the pork is of the best quality, and though the moon was not consulted in killing him, the 'meat ne'er shrunk a bit' the pot."

"If tee-totalism prevails, we must cut down our orchards," is a common objection among our farmers. Not so fast friends.—Your apples are worth infinitely more as food for both man and beast, than for the purposes to which you now put them.

Intoxication is a fearful evil—all admit. Why then appropriate your fruit to that which tends, and only tends, to feed the fires, and extend the destructive influence of intoxication? You will not carry your wheat or rye to the distillery, but yet grind your apples into cider, the very corner foundation principle of that system of which whiskey and gin will ere long lay the topstone. Herein is your inconsistency. Cider cannot supply the place of food. Give, then, your apples to your animals, and save your grain for the support of yourselves and fellow creatures.—*Sauvritan*.

#### EDUCATION.

We have great pleasure in copying the following advertisement from the *Christian Guardian* and we earnestly hope to see our Episcopalian, Presbyterian, Congregational, Baptist, and other colleges issuing similar notices.

To Common School Commissioners and Trustees.—Several young men, now students in Victoria College, wish to get employment as Teachers of Common Schools. They can be recommended for their morals, and for their acquirements and ability to teach all the departments of a common English Education, including Algebra, Book-keeping, &c., and, in two or three instances, the rudiments of the Greek and Latin Languages.

Letters addressed (post-paid) during the present month will be attended to.

EGERTON RYERSON, D.D.

Cobourg, Sept. 6, 1842

#### MEMOIR OF BERNHARD OVERBERG.

PASTOR AND TEACHER IN MÜNSTER, PRUSSIA.

(Continued from page 176.)

Overberg commenced his instruction in the usual manner, giving the children a number of questions and answers out of the

catechism to learn, and requiring them to repeat them on the following day; but this he found was beyond their powers; and even after having repeated them himself several times slowly, and desiring them to read them diligently at home, he still found, to his great chagrin, that they had either entirely forgotten the answers, or repeated them in so imperfect a manner as to be unintelligible, so that he became at last aware that they neither understood the questions nor their answers. He had almost determined to give up the unthankful office, and make use of his leisure to some more beneficial purpose, when the thought occurred to him to try their faculties in another manner. When they returned to him therefore, he related to them a story out of the Bible, and the children were at once transformed, their countenances bore marks of intelligent attention, and they were able to understand the remarks and answer the questions which he deduced from the subject. In this manner he went through the course of catechetical instruction, and the result was so favourable, that in autumn the same year they were all prepared to receive confirmation.

We will now first consider the subject of our memoir, in his labours as teacher in the Normal School.

The rules and regulations of the Münster Normal School, which had been formed by the wisdom and unremitting activity of Von Furstenburg, all tended to the particular point of preparing and educating persons for country school-masters, who might, each in his sphere, influence the peasantry, and be the means of sending forth from their schools a moral, pious and well instructed people.

The office of schoolmaster was filled at that time throughout Münster itself, and often in the most considerable parishes, either by persons who had followed the usual course of study for the clerical office; but who, from deficiency in talent, or other causes, had not pursued their original intentions; or in the detached hamlets and smaller villages, by day labourers; who, after working in the fields during the summer, earned their bread in the winter by teaching those who were still more illiterate than themselves, while the greater part were exceedingly ignorant, and totally unfit for the office they undertook. The remuneration was however, like the benefit they bestowed, exceedingly unimportant; and instead of a proper school-room, many of these school-masters were obliged to be contented with making use of a bake-house, or a part of an old church, where without a fire they were obliged to endure all the rigour of the winter. For the purpose of remedying these defects, Furstenburg endeavoured, by improving the outward circumstances of the office, to render it more inviting.—Overberg was commissioned to visit and examine all the provincial schools, and on his return many of the poor miserable hamlet schools, which could be the most conveniently united, were put under one master, who, after having passed a satisfactory examination as to his talents and acquirements, received according to the number of his pupils, twenty, thirty, or forty dollars. It was determined that the examination should be repeated every three years, and they were advised in the intermediate time, to attend the lectures on education, at the Normal School in Münster, which, to prevent its interfering with their appointed duties, were given during the vacation, their expenses being paid from funds provided for this purpose.

From twenty to thirty old school-masters immediately took advantage of Overberg's lectures; the heavenly patience of whose disposition was exercised to the utmost, by their extreme ignorance and unfitness for their occupation. Six hours every day he devoted to their instruction in the most effective method of teaching, and in giving them lessons in religion and religious history, in reading, writing and arithmetic. He prepared himself with great care for his work, generally appropriating two hours of his time for this purpose, and the remainder of the day was spent in his lodgings, giving still further instruction to those whose deficiency rendered it the most necessary. Unpromising as was the commencement of this undertaking, in a few years the blessed effects were visible, and as we have remarked in our introduction, Overberg's enthusiastic exertions to educate the children of the poor and destitute, awakened in others the same ardent desire, so that in a short time his public discourses were attended by numbers, chiefly young persons, whose talents and energies were directed to the object of becoming useful christian teachers, and their ex-