

# The Orphans' Friend.

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## THE FOUR CALLS.

The Spirit came in childhood,  
And pleaded, "Let Me in;"  
But ah, the door was bolted  
And barred by childish sin.  
The child said, "I'm too little:  
There's time enough to-day;  
I cannot open;" sadly  
The Spirit went His way.

Again He came and pleaded  
In youth's bright, happy hour,  
He called, but heard no answer;  
For, fettered in sin's power,  
The youth lay dreaming idly,  
And crying: "Not to-day:  
For I must have some pleasure."  
Again He turned away.

Again He came in mercy,  
In manhood's vigorous prime;  
But still could find no welcome—  
The merchant had "no time"  
To spare for true repentance,  
No time to praise and pray;  
And thus, repulsed and saddened,  
The Spirit turned away.

Once more he called, and waited.  
The man was old and sad;  
He scarcely heard the whisper,  
His heart was seared and bad.  
"Go, leave me. When I need Thee  
I'll call for Thee," he cried;  
Then, sinking on his pillow,  
Without a God he died!

## POWER OF DISCRIMINATION.

Mind starts from discrimination. The consciousness of difference is the beginning of every intellectual exercise. To encounter a new impression is to be aware of change; if the heat of a room increases ten degrees, we are awakened to the circumstance by a change of feeling; if we have no change of feeling, no altered consciousness, the outward fact is lost upon us; we take no notice of it, we are said not to know it.

Our intelligence is, therefore, absolutely limited by our power of discrimination. The other functions of intellect, the retentive power, for example, are not called into play, until we have first discriminated a number of things. If we did not originally feel the difference between light and dark, black and white, red and yellow, there would be no visible scenes for us to remember; with the amplest endowment of retentiveness, the outer world could not enter into our recollection; the blank of sensation is a blank of memory.

Yet further. The minuteness or delicacy of the feeling of difference is the measure of the variety and multitude of our primary impressions, and therefore of stirred-up recollections. He that hears only twelve discriminated notes on the musical scale has his remembrances of sounds bounded by these: he that feels a hundred sensible differences has his ideas or recollections of sounds multiplied in the same proportion. The retentive power works up to the height of the discriminative power; it can do no more. Things are remembered if they have not first been discriminated.

We have by nature a certain power of discrimination in each department of our sensibility. We can from the outset discriminate, more or less delicately, sights, sounds, smells, tastes; and, in each sense, some persons much more than others. This is the deepest foundation of disparity of intellectual character, as well as of variety in likings and pursuits. If, from the beginning one man can interplate shades of discrimination of

color where another can feel but one transition, the careers of the two men are foreshadowed, and will be widely apart.

To observe this native inequality is important in predestinating the child to this or that line of special training. For the actual work of teaching, it is of more consequence to note the ways and means of quickening and increasing the discriminating aptitude. Bearing in mind the fact that until a difference is felt between two things intelligence has not yet made the first step, the teacher is bound to consider the conditions favorable and unfavorable to the exercise.

It is not peculiar to discrimination but is common to every mental function, to lay down, as a first condition, mental vigor, freshness, and wakefulness. In a low state of the mental forces, in languor, or drowsiness, differences cannot be felt. That the mind should be alive, awake, in full force and exercise, is necessary for every kind of mental work. The teacher needs to quicken the mental alertness by artificial means when there is a dormancy of mere indolence. He has to waken the pupil from the state significantly named *indifference*, the state where differing impressions fail to be recognized as distinct.—*Alexander Bain, in Popular Science Monthly.*

## THE MAGIC LANTERN.

Children are especially fond of pictures, and this fondness may be most easily gratified by means of the magic lantern. Three centuries ago this instrument was used by wizards and necromancers to raise phantoms for the ignorant and gullible, and induce a belief in the supernatural powers of its user. Now it is presented as a means of rational amusement and instruction to old and young. Familiar lectures, Natural History, Physical Geography, Natural Philosophy, and Geology become vividly fixed in the pupil's mind, when accompanied by enlarged illustrations from the lantern, and will call forth the most lively emotions of interest and delight. The British Government, taking this view of the case, has provided its garrisons and ship's crews with lanterns, and slides, and the soldiers and sailors are keenly alive to these resources of recreation and instruction. Dr. Livingstone always took a magic lantern with him to "astonish the natives" in the heart of Africa—and while Sir Samuel Baker was campaigning in Soudan he also startled the dusky denizens of the wilderness "with the wonders of light and shadow."

The Professors in our colleges can find no better means of conveying scientific instruction; in every classroom in the School of Mines, of Columbia College, is a completely equipped lantern that may be used at a moment's notice. Though we have few teachers who may not pretend to some scientific knowledge, yet it can not be that many are accurately informed as to the value of the magic lantern as an educator, or as to the facility with which it may be employed.

In the writer's school-room there usually stands a walnut-wood cabinet, about three feet and a half high, with compartments below, into which snugly fits the lantern, lamp apparatus, and neatly-folded muslin screen. At the top is a drawer with divisions for the slides. On a Wednesday or Saturday afternoon, when the wheels of discipline do not perhaps run as

smoothly as usual, preparations are made for an extempore lecture. The screen is smoothly hung on hooks already prepared, the lantern is taken out of the cabinet and fixed on its top, ready for action. Half a dozen ready hands bar the shutters, a brilliant circle of light appears on the screen, and hey, presto! we are among the ruins of India, the pyramids of Egypt, the mysteries of Pompeii, or among the seven hills of Rome.

Sometimes the slides are taken out and a glass tank is inserted. A little fish placed in this will be magnified to huge proportions on the screen. A fish or an insect thus exhibited is so transparent that its internal structure may be plainly shown. By means of the tank chemical reactions of the greatest beauty are exhibited. Diagrams drawn by hand on mica, glass and gelatine, may also be reproduced on the screen.

An hour has passed away, the shutters are opened, and the sunlight reveals rows of happy faces. The rapid change of form and color has charmed away monotony; juvenile brains have been freshened and put in order for hard study, and the anticipation of another exhibition will gild another week's hard work. The only drawback to the use of a magic lantern is the costly nature of a good instrument; it is worth no one's while to buy a poor one. Thirty-five dollars is the lowest price of a lantern, which, with an argand lamp, will produce a picture large and brilliant enough to be seen from every part of the school-room. And then there are the slides, for a lantern without slides is like a theatre without actors. These are of two kinds, paintings on glass, and photographs plain and colored, and they cost from two to three dollars each. Twenty-five or thirty slides are necessary for even a short exhibition; and there is doubt that the expense of an instrument and several sets of illustrations is beyond the means of the majority of the teachers. A great necessity, therefore, arises for an instrument so cheap as to be within the reach of every school, that will not require the expensive transparent slides, but by which card photographs, chromo-liths, woodcuts, and any opaque pictures may be magnified and cast upon a screen with a pleasant and surprising effect.

Any one who may devise such an instrument (effecting the same results as the magic lantern, and sensibly diminishing the expense it curtails) will be deservedly entitled to the thanks of the educational community.—*Am. Educational Monthly.*

## CAMPHOR WOOD.

The Camphor-wood boxes brought from China and the East are well known for their strong preservative odor, and are found useful in keeping away moths from woollens and furs. The China and Japan Camphor tree belongs to the Laurel family, and that of Sumatra and Borneo is the *Dryobalanops Camphor*. Even the leaves and fruit smell of camphor. In Sumatra this tree is abundantly met with on the west coast, chiefly in the extensive bush, but seldom in places more than 1,000 feet above the level of the sea. The tree is straight, extraordinarily tall, and has a gigantic crown which often overtops the other woody giants by 100 feet or so. The stem is sometimes 20 feet thick. The *Barus camphor* of this island is the most esteemed of any, and it is for this drug, obtained in but

small quantities—seldom more than half a pound to a tree—that it is ruthlessly destroyed.

The tree, when felled, is divided into small pieces, and these are afterwards split; upon which the camphor, which is found in hollows or crevices in the body of the tree, and above all, in knots or swellings of branches from the trunks, becomes visible in the form of granules or grains. An essential oil also exudes from the tree in cutting, which is sometimes collected, but is scarcely remunerative. On the west coast of Formosa there are forests of Camphor-wood, and a great deal of crude camphor is shipped thence to Amoy and other Chinese ports. Large quantities of the wood are sawn into planks. Tables and cabinets are then made of it, and it is also turned into platters and washing basins. Only a small portion of the vast camphor forest of Formosa has been reclaimed from its wild inhabitants, and this consists of fine tall trees, the growth of ages. When a tree is felled, the finest part of the wood is sawn into planks, the rest chopped small and boiled down for the camphor.

## BIRDS' FASCINATION FOR LIGHT.

Professor Spencer F. Baird, in a letter from Cape Hatteras, published in the *American Sportsman*, says:

"On the night of October 17, 1876, I was on the top of Cape Hatteras light-house. It was a very dark night and 'misting.' The wind was blowing thirty-five miles per hour from the north-east. As soon as it was fairly dark I could see thousands of small birds flying around the leeward of the tower. It was a grand sight, as the lens of the light would perform its steady revolution, throwing its dazzling rays upon them while seeking shelter by hovering close up under the lee of the tower. As soon as the light would fall upon them they would fly from it and come in contact with the lantern with such force that they were instantly killed. At one time the whole element was ablaze with them shining in the rays of the light like myriads of little stars or meteors. The moon arose by 10 o'clock, which afforded them light to go on their way south (for they were coming from the north and going down the coast south). I do not think one bird stopped or went into the woods at all, as not one was seen, for I particularly noticed. After the moon was up, one of the birds came striking the lantern glass. I went out and gathered from the balcony of the watch-room and lantern three hundred and fifty dead birds, beside one hundred and forty more that were picked up next morning off the ground at the foot of the tower, which had been blown off the balconies. They were a species known here as 'myrtle bird,' or 'winter yellow' bird. They are about the size of the sparrow, with gray back and head and yellow breast. They are excellent food."

## DAVENPORT FEMALE COLLEGE MUST BE REBUILT.

As a Board of Trustees, charged with the duty of fostering and perpetuating a great institution of learning, we declare our solemn intention to leave nothing undone that lies within the range of reasonable possibility to rebuild and reopen, at the earliest possible day,

DAVENPORT FEMALE COLLEGE, as capacious, as beautiful, as inviting as she has ever been in her palmiest days, and far more secure and convenient.

We must leave to our children at least the advantages which we have enjoyed.

Davenport, though in ashes to-day, has more than paid for herself, and will do it again.

We cannot do without her. The sacrifice is too great. There is too much energy, enterprise and liberality in North Carolina to tolerate such a thought. She has too many friends that will give the last dollar to save her life.

Her friends at home have done all they can. Already they have raised more than three thousand dollars, besides the relinquishment of a large amount of debts. They will go to four thousand before they are done. This is the utmost that they can do. They must have help from abroad.

This we expect to obtain without embarrassing any one on the following easy and reasonable

## PLAN:

In order to secure concert and promptness, we appeal

To every minister in North Carolina—

To every person that has ever been a patron of this institution—

To every person that has ever been a pupil—

To every kindly disposed person to whom this circular may come.

And we earnestly ask each one to serve us *one month*, as occasion may offer, in soliciting *five-dollar contributions*. Ask no one for any more—ask no one for any less; and at the end of the time send us the result by registered letter, check, or post-office order.

And as a guarantee that every dollar is properly accounted for, each remittance shall be acknowledged in the public prints of Lenoir, and a copy forwarded to you.

We further appeal to any wealthy benefactor to whom this circular may come, who is inclined to bestow upon a worthy cause without personal solicitation. We are prepared to give the most satisfactory references in regard to the merits of the case, and the perfect integrity of all concerned.

Address all remittances and letters to

REV. W. M. ROBEY,  
Davenport Female College,  
Lenoir, N. C.

And now, dear reader, remember that many, many hearts wait in sorrow to leap with joy at your early response. O disappoint us not, and a thousand grateful hearts shall breathe their prayers to heaven for blessings on your generous hands!

J. C. HARPER, W. P. WILLIAMS,  
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Trustees.

All papers in this State friendly to us, will confer a favor on the many friends of Davenport by copying this appeal.