



NORTHERN BRINGER

DEVOTED TO TEMPERANCE, SCIENCE, EDUCATION, AND AGRICULTURE.

VOLUME XII., No. 12.

MONTREAL & NEW YORK, JUNE 15 1877.

SEMI-MONTHLY, 30 CTS per An Post-Paid

NOTICE.

Subscribers finding the figure 5 after their name will bear in mind that their term will expire at the end of the present month. Early remittances are desirable, as there is then no loss of any numbers by the stopping of the paper.

FRED. DOUGLASS.

The appointment of Frederick Douglass to the position of United States Marshal for the District of Columbia, brings to mind the remarkable career of that remarkable man. He was born in Maryland about the year 1817, his father being a white man and his mother a negro slave. According to the custom of the time, he was reared as a slave. His master was Col. Edward Lloyd, now only known as the owner of the future editor and orator. At the age of ten years Douglass was sent to Baltimore, to live with a relative of his master, and was employed in a shipyard. While here he secretly learned to read, and when he arrived at the age of twenty-one fled from Baltimore and from slavery. He fortunately succeeded in making his way to New Bedford, where he supported himself as a day laborer. There he was married. In 1841 he attended an anti-slavery meeting in Nantucket, and made a speech which created so favorable an impression that he was given the agency of the Massachusetts Anti-Slavery Society. He travelled under its auspices for four years, and then, after publishing his autobiography, went to Europe, where for two years he lectured to large audiences in nearly every corner of Great Britain. Before his return friends in England contributed £150 to have him manumitted in due form of law, and presented him with a printing press, the greatest emancipator of the world. In 1844 he began the publication of *The North Star*, at Rochester, N. Y. It was he who, after the breaking out of the civil war, urged upon the President the employment of negro troops and the proclamation of emancipation, and in 1863 was very useful in filling up regiments of them. Since the close of the war he has been principally employed in lecturing. He became editor of the *New National Era* in Washington in 1870, which paper is now continued by his sons, Lewis and Frederick. In the following year he was appointed secretary to the commission of Santa Domingo, and on his return General Grant made him one of the territorial council of the District of Columbia. In the following year he was elected presidential elector at large for New York State, and carried the vote of the State to Washington, and now by the favor of President Hayes holds the very high and honorable position of United States Marshal for the District of Columbia. That a slave by his own energy and force of character should have obtained this position and been able to hold it at the present time is a marvel, and shows that neither intelligence, honor or worth are confined to any one race of people.

THE MORE EXCELLENT WAY

It is always a very difficult question for the teacher to settle, "How far shall I help the pupil, and how far shall the pupil be required to help himself?" The teaching of nature would seem to indicate that the pupil should be taught mainly to depend on his own resources. Thus, too, I think is the teaching of common sense. Whatever is learned should be so thoroughly learned that the next and higher step may be comparatively easy. And the teacher should always acquire, when he is about to discuss one subject, whether the class understand it so well that they can go on to the next. He may, indeed, sometimes give a

word of suggestion during the preparation of a lesson, and by a reasonable hint save the scholar the needless loss of much time. But it is a very great evil if the pupils acquire the habit of running to the teacher as soon as a slight difficulty presents itself, to request him to remove it. Some teachers, when this happens, will send the scholar to his seat with a reproof perhaps, while others, with a mistaken kindness, will answer the question or solve the problem themselves, as the shortest way to get rid of it. Both these courses are, in general, wrong. The enquirer should never be frowned upon; this may discourage him. He should not be relieved from labor, as this will diminish his self-reliance without enlightening him, for whatever is done for a scholar without his having studied closely upon it himself, makes but a feeble impression upon him, and is soon forgotten. The true way is neither to discourage enquiry nor answer the

question for him, but to suggest the way in which he shall find the answer, and to leave him to find it himself. I shall never forget a class of boys, some fourteen or fifteen years of age, who in the study of algebra had imbibed this spirit. A difficult question had been before the class a day or two, when I suggested giving them some assistance. "Not to-day, sir," was the spontaneous exclamation of nearly every one. Nor shall I forget the expression that beamed from the countenance of one of them, when, elated with his success, he forgot the proprieties of the school and audibly exclaimed, "I've got it! I've got it!" It was a great day for him, he felt, as he never before had felt, his own might. Nor was it less gratifying to me to find that his fellows were still unwilling to know his method of solution. The next day a large number brought a solution of their own, each showing evidence of originality. A class that has once attained to a feeling like this will go on to educate themselves, when

saying so, and as father and mother taught me when I was a lad," replied John "but there's a better one still from the Bible "Owe no man anything"

"All right John" said the landlady as he counted out from his little bag the exact sum for lodging, washing, and "doing for" during the past week. "and I'm much obliged to you besides, for you are no trouble scarce, to speak of and set no bad ways before my boys."

A few mornings after this Mrs. Mann met two of her neighbors in great wrath and haste, but they stopped to tell the reason "What do you think our lodgers have run away, and never paid us a farthing. We're going to tell the master, and catch em at work at once"

"What a shame!" said everybody who heard of the deed, and it was not long in spreading abroad. They might know that we who had families wouldn't take lodgers for pleasure, and if we could do without them. Surely it was a shame to rob the hard-working hostess, who had done her best to make the homeless laborer a comfortable dwelling-place

"I hope you've got your money, Mrs. Mann, and not been served like us."

"Oh yes, every penny," said the landlady of honest John, "but there's a deal of difference, it's all in the bringing-up. You can soon tell what they've been, and John's had a good bringing-up."

What a practical comment on home and early days! Oh, parents, what sort of "bringing-up" are you giving those young ones around you at home? Are you teaching them by word and deed to be just and honest in all their dealings? Do they see you deny yourself rather than incur a debt you may not be able to pay? Do precept and practice agree in those grand principles that should lay the foundation of character and form good habits of life?

Hush, father, hush! teach the oath that trembles on your hasty lip! teach not your boy to slight that Holy Name in which is salvation for eternity, and all of happiness and worth for time. Mother, dear mother, on your tongue does "the law of kindness" dwell. Oh, speak gently, judge kindly, seek the "meek and quiet spirit." Nothing speeds better for rudeness, ill-temper, and noise. Never give your daughter opportunity to quote scolding, gossip, and ill-management at home.

Think how the "bringing-up" you are giving now will be traced out in the life of your sons and daughters by-and-by. See them in a few years as yourselves over again, and see them yet a little further on, as you will be soon, happy in heaven, praising God, or in never-ending misery, cursing, perhaps, amongst other things, the evils of their "bringing-up."—*Coltner and Artisan.*

— A verdict under the Civil Damages Act has just been rendered in Brooklyn in favor of a poor woman whose husband had been admitted for work by liquor. The liquor dealer is compelled to pay \$350 damages. And this is the face of a charge from the Judge which seems meant to deprive the act of any practical value whatever. The jury deserve the highest praise for their impartial and courageous verdict.—*N. Y. Witness.*

True was when geology was cited as a witness against the Moslem record of creation. Perhaps the most distant when Moslem will be deemed the Great Geologist, the father of the doctrine that denials "infinite time" as its foundation. In a recent conversation, a great scholar who is a disciple of Darwin and an enthusiastic geologist, made the remark: "Geology and geology agree in a perfect harmony in the great outlines of creation that I am a lowly man know where Moslem get that information"



FRED. DOUGLASS.

question. Converse with the scholar a little as to the principles involved in the question, refer him to principles which he has before learned, or has now lost sight of, perhaps call his attention to some rule or explanation before given to the class, go just so far as to enlighten him a little, and put him on the spot, then leave him to achieve the victory himself. There is a great satisfaction in discovering a difficult thing for one's self, and the teacher does the scholar a lasting injury who takes this pleasure from him. The teacher should be simply suggestive, but should never take the glory of a victory from the scholar by doing his work for him—at least, not until he has given it a thorough trial himself. The skill of the teacher, then, will be best manifested if he can continue to awaken such a spirit in the pupil that he shall be very unwilling to be assisted, if he can kindle up such a zeal that the pupil will prefer to try again and

that shall have left the school and the living teacher.

As to the communication of knowledge, aside from that immediately connected with school studies, there is a more excellent way than that of pouring it in by the process already described.—*Theory and Practice of Teaching, by David Perkins Page.*

A GOOD BRINGING-UP.

One minute to spare, Mrs. Mann we'll settle up, please, said a smart-looking workman one Saturday (or rather every Saturday while he stayed in the landlady's). Well, I suppose you wouldn't sleep if you didn't, John, said Mrs. Mann, smiling kindly as she put down the huge and silver-cased clock. Short returns make long friends, as the