

**FREDERICK DOUGLASS THE ORATOR. AN  
ACCOUNT OF HIS LIFE; HIS EMINENT  
PUBLIC SERVICES; HIS BRILLIANT CAREER  
AS ORATOR; SELECTIONS FROM HIS  
SPEECHES AND WRITINGS**

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Frederick Douglass the orator. An account of his life; his eminent public services; his brilliant career as orator; selections from his speeches and writings by James M. Gregory

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**JAMES M. GREGORY**

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Yours truly,  
J. A. Gregory.

# FREDERICK DOUGLASS

## THE ORATOR.

CONTAINING

AN ACCOUNT OF HIS LIFE; HIS EMINENT PUBLIC  
SERVICES; HIS BRILLIANT CAREER AS  
ORATOR; SELECTIONS FROM HIS  
SPEECHES AND WRITINGS.

BY

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WITH AN INTRODUCTION BY

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TO THE STUDENTS

WHO HAVE PASSED UNDER MY INSTRUCTION DURING  
THE LAST TWENTY YEARS

THIS BIOGRAPHY

OF

AN EMINENT ORATOR AND A CHAMPION OF  
HUMAN FREEDOM

IS AFFECTIONATELY INSCRIBED.



W. S. SCARBOROUGH.



## INTRODUCTION.

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WHEN it was announced that Professor James M. Gregory of Howard University would edit a volume bearing upon some phase of the remarkable career of one of the most remarkable men of our times, the Hon. Frederick Douglass, all became expectant, and felt that a worthier chronicler of a worthier sire would be difficult to find.

Both the writer of this volume and his hero as well are eminent citizens in their respective spheres, and will doubtless receive the respectful attention they merit—the former as a representative of the younger generation, and hence the product of the new dispensation; the latter, of the older generation, but the product of two dispensations, the old and the new.

Professor James M. Gregory by education and by training is in a high degree qualified for the task he has undertaken. Having passed through the Cleveland (O.) city schools, he became a student of Oberlin College, and then a graduate of Howard University, Washington, D. C., where he took high honors.

Immediately upon graduation he was made tutor of mathematics in the preparatory depart-

ment of his *alma mater*. After four years as instructor here he was made professor of Latin in the college department, and was for two successive years dean of that department. He was also instructor of political economy and general history.

Professor Gregory is a forcible writer, a fluent speaker, and an acceptable orator. Aside from this he is a man of sound judgment and great executive ability. As an educator he ranks among the first and easily holds his own. He was the first executive officer of the American Association of Educators of Colored Youth, organized under the auspices of the alumni of Howard University, and has since been annually re-elected to that important office. This in itself is conclusive proof of his eminent fitness for the position he holds.

He also served as a member of the board of trustees of the Washington city public schools for six years, and during that time was chairman of the committee on teachers. Here as in other positions he distinguished himself by his efficient service and strict integrity.

The hero of this volume is too well known for even a reference from me, but a few observations will not be out of keeping with the plan and scope of this work. Without exception, the most celebrated negro now living is the Hon. Frederick Douglass. Born in the lap of slavery and reared

by slavery's fireside at least until he succeeded in making his escape from bondage, Mr. Douglass has demonstrated beyond contradiction the possibilities of his race even against the most fearful odds. There are other prominent colored men in America—doctors, lawyers, theologians, orators, statesmen, and scholars—but none of them from a national standpoint has attained the celebrity or the prestige of the "Sage of Anacostia." The pious Mrs. Auld, when she was "learning Fred how to read," little suspected that she, in reality, was shaping the future of him (though then a slave and a member of one of the despised races) who in time was destined to become one of the most distinguished men of his generation. Thus it was.

Mr. Douglass himself tells us, in his autobiography, that he made such rapid progress in mastering the alphabet and in spelling words of three and four syllables, that his old master forbade his wife to teach him, declaring that learning would spoil the best "nigger" in the world, as it forever unfits him to be a slave. He added that he should know nothing but the will of his master, and should learn to obey it. As to Fred, learning will do him no good, but a great deal of harm, making him disconsolate and unhappy. If you teach him how to read, he will want to know how to write, and this accomplished he will be run-