

Dr. SMITH said nearly every gentleman who advocated this industrial school had been or was a mechanic, and those who opposed it had never been engaged in any mechanical avocation. In his youth he worked for four years as a blacksmith, and could speak of the good effects of mechanical training. This plan did not merely contemplate the teaching of a mechanical trade, but other things would be taught—scientific agriculture for instance. If they could only throw into the resources of the country in five years five hundred scientific and practical agriculturalists they might soon take into their own hands the agricultural interests. The Legislatures of all of the States are mostly composed of farmers—not the best educated many of them. Well, if the Colored School could furnish well educated farmers, they could furnish the legislators too. Without such a stimulus as this school you say our people have had the opportunity to learn trades, and they have not embraced it; why not try our plan—why not see what this stimulus will effect? He continued: There is no use further holding these Councils and passing first-rate resolutions, unless we do something tangible and show our people what may be accomplished. It is said this plan is impracticable. The colored man must do impracticable things before he is admitted to a place in society.—He must speak like a Douglass, write like a Dumas, and sing like the Black Swan before he could be recognized as a human be-

Dr. SMITH said nearly every gentleman who advocated this industrial school had been or was a mechanic, and those who opposed it had never been engaged in any mechanical avocation. In his youth he worked for four years as a blacksmith, and could speak of the good effects of mechanical training. This plan did not merely contemplate the teaching of a mechanical trade, but other things would be taught—scientific agriculture for instance. If they could only throw into the resources of the country in five years five hundred scientific and practical agriculturalists they might soon take into their own hands the agricultural interests. The Legislatures of all of the States are mostly composed of farmers—not the best educated many of them. Well, if the Colored School could furnish well educated farmers, they could furnish the legislators too. Without such a stimulus as this school you say our people have had the opportunity to learn trades, and they have not embraced it; why not try our plan—why not see what this stimulus will effect? He continued: There is no use further holding these Councils and passing first-rate resolutions, unless we do something tangible and show our people what may be accomplished. It is said this plan is impracticable. The colored man must do impracticable things before he is admitted to a place in society.—He must speak like a Douglass, write like a Dumas, and sing like the Black Swan before he could be recognized as a human be-

ing. We must start this school and make it work. In illustration of how easy it is for a colored man to learn a trade I will give you an instance: There is a colored boy at work in the foundry of Mr. Norris, in Philadelphia, who, with a common jack-knife, cut a perfect model of a steamboat, and painted its name upon the side without being able to read it afterward. Some gentlemen in Baltimore interested themselves in the young genius, and I went around to every foundry in this City to get him a chance to learn the trade, but could not, and he was about to be sent to Manchester, England, to learn the trade, when his case attracted the notice of Mr. Norris, of Philadelphia, who, despite the opposition of the men in his employ, gave him a place in his foundry, and the lad, notwithstanding that the men refused to show him how to do anything, is rapidly becoming a skillful workman. The case of Mr. Meakin, another colored man, who learnt his trade at the South, and is now in the Novelty Works, is another argument on that point. He only obtained the situation by sheer accident, and the white men struck as soon as he was introduced into the workshop, and refused to work with him. Only the firmness of Mr. Allen, who discharged them one and all, overcame the prejudice. This is a sample of the ease with which colored mechanics can get ahead in this country. He concluded by exhorting the Council to adopt the Report.

ing. We must start this school and make it work. In illustration of how easy it is for a colored man to learn a trade I will give you an instance: There is a colored boy at work in the foundry of Mr. Norris, in Philadelphia, who, with a common jack-knife, cut a perfect model of a steamboat, and painted its name upon the side without being able to read it afterward. Some gentlemen in Baltimore interested themselves in the young genius, and I went around to every foundry in this City to get him a chance to learn the trade, but could not, and he was about to be sent to Manchester, England, to learn the trade, when his case attracted the notice of Mr. Norris, of Philadelphia, who, despite the opposition of the

men in his employ, gave him a place in his foundry, and the lad, notwithstanding that the men refused to show him how to do anything, is rapidly becoming a skillful workman. The case of Mr. Meakin, another colored man, who learnt his trade at the South, and is now in the Novelty Works, is another argument on that point. He only obtained the situation by sheer accident, and the white men struck as soon as he was introduced into the workshop, and refused to work with him. Only the firmness of Mr. Allen, who discharged them one and all, overcame the prejudice. This is a sample of the ease with which colored mechanics can get ahead in this country. He concluded by exhorting the Council to adopt the Report.