

**REPORT
of the
Workingman's Committee of Philadelphia
on the
State of Public Instruction in Pennsylvania (1830)**

____Excerpts____

REPORT of the Joint Committees of the City and County of Philadelphia, appointed September, 1829, to ascertain the state of public instruction in Pennsylvania, and to digest and propose such improvements in education as may be deemed essential to the intellectual and moral prosperity of the people. . . .

It is true the state is not without its colleges and universities, several of which have been fostered with liberal supplies from the public purse. Let it be observed, however, that the funds so applied, have been appropriated exclusively for the benefit of the wealthy, who are thereby enabled to procure a liberal education for their children, upon lower terms than it could otherwise
10 be afforded them. Funds thus expended, may serve to engender an aristocracy of talent, and place knowledge, the chief element of power, in the hands of the privileged few; but can never secure the common prosperity of a nation nor confer intellectual as well as political equality on a people.

The original element of despotism is a MONOPOLY OF TALENT, which consigns the multitude to comparative ignorance, and secures the balance of knowledge on the side of the rich and the rulers. If then the healthy existence of a free government be, as the committee believe, rooted in the WILL of the American people, it follows as a necessary consequence, of a government based upon that will, that this monopoly should be broken up, and that the means of equal knowledge, (the only security for equal liberty) should be rendered, by legal provision, the
20 common property of all classes.

In a republic, the people constitute the government, and by wielding its powers in accordance with the dictates, either of their intelligence or their ignorance; of their judgment or their caprices, are the makers and the rulers of their own good or evil destiny. They frame the laws and create the institutions, that promote their happiness or produce their destruction. If they be wise and intelligent, no laws but what are just and equal will receive their approbation, or be

sustained by their suffrages. If they be ignorant and capricious, they will be deceived by mistaken or designing rulers, into the support of laws that are unequal and unjust.

It appears, therefore, to the committees that there can be no real liberty without a wide diffusion of real intelligence; that the members of a republic, should all be alike instructed in the nature and character of their equal rights and duties, as human beings, and as citizens; and that education, instead of being limited as in our public poor schools, to a simple acquaintance with words and cyphers, should tend, as far as possible, to the production of a just disposition, virtuous habits, and a rational self governing character.

When the committees contemplate their own condition, and that of the great mass of their fellow laborers; when they look around on the glaring inequality of society, they are constrained to believe, that until the means of equal instruction shall be equa[lly] secured to all, liberty is but an unmeaning word, and equality an empty shadow, whose substance to be realized must first be planted by an equal education and proper training in the minds, in the habits, in the manners, and in the feelings of the community. . . .

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The instruction afforded by common schools, such as are contemplated in the bill for a general system of education, being only elementary, must, of necessity, produce but a very limited development of the human faculties. It would indeed diminish, but could not destroy, the present injurious monopoly of talent. While the higher branches of literature and science remain accessible only to the children of the wealthy, there must still be a balance of knowledge, and with it a "balance of power," in the hands of the privileged few, the rich and the rulers. . . .

The committees are aware that any plan of common and more particularly of equal education that may be offered to the public, is likely to meet with more than an ordinary share of opposition. It is to be expected that political demagogueism, professional monopoly, and monied influence, will conspire as hitherto (with several exceptions more or less numerous) they ever have conspired against every thing that has promised to be an equal benefit to the whole population. Nevertheless, the appearance, that something will now be done for the intellectual as well as every thing for the physical improvement of the state are certainly very promising. The public mind is awake and favorably excited, while the press also is somewhat active on this subject.

[End of report]