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**Child Labour during the Industrial Revolution
in the nineteenth century**

**Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Literature and Civilization**

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Dedications

I want to offer special thanks to

My parents

My sisters

My brothers

I also want to thank my closest friends.

Abstract

The objective of this study is to explore the industrial revolution has demonstrated that there was an upsurge in child labour in the late eighteenth and early nineteenth centuries with children's work entrenched in traditional sectors as well as spreading in newly mechanized factories and workshops. I have interpreted this rise in terms of the appearance of a new equilibrium in the early industrial economy with more and younger children at work. The new equilibrium, in turn, was related to a number of coincidental developments including: an increase in the relative productivity of children as a result of mechanization, new divisions of labour, and changes in the organization of work; the dynamics of competitive dependence linking labour market and families; high dependency ratios within families; stumbling male wages and pockets of poverty; family instability; and breadwinner frailty. The establishment of these links forges a new synchronization between revised views of the industrial revolution and a revisionist history of child labour.

Key words: child labour, industrial revolution, Britain....

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General Introduction

The history of Great Britain witnessed working children from the lower-classes for a long time. Having rights was confronted with exploitation and the authority of parents. For that, children were marginalized. Yet, from the early 19th century, England started to consider the vulnerability of children through legislating laws in order to prevent them from any bad working conditions or abuse. Civil rights started then to improve for those children who, in turn, represented the most important concern of England and the core of the 19th century English society.

Rural areas composed the majority of territories in Britain before the Victorian era. In addition, agriculture was the main economic element. At that time, workshops and farms were employing children in villages. By the turn of the 19th century, a turning point in the world had come by the industrialization process. Craftsmen and farmers then started to stop hiring children for work because the factory had become their environment. Even, jobs in factories started to supplant the children's learning. Thus, the conditions of work became even duller and worse for children.

It is always argued that child labour was even before the Industrial Revolution. Yet, attention should be paid to what the industrialization added to this issue and how it made child labour. The public opinion concerning child labour as a problem in the English society had evolved in the industrial era. That fact urged the researcher to highlight both industrial revolution and child labour.

In this dissertation, the researcher focuses on child labour and its situation in England during the period between the end of the 18th century and the end of the Victorian era. The dissertation aims at investigating the impact of industrial revolution on the child labour in the 19th century English society. In order to meet the objectives of the research, the following question has been raised:

- To what extent did the industrial revolution influence child labour in the 19th century English society?
- What were the jobs performed by children?

- How did British government attempt to abolish child labour?

The researcher hypothesizes that:

- The industrial revolution witnessed the rise of child labour importantly during the process of industrialization, and the abolition of the phenomenon was difficult.

The Victoria era and the industrial revolution have always been considered as the most influential points in the history of Great Britain. They have always been studied from different historical, literary, economic and political perspectives. However, the present study signifies one prominent factor in the political and social environments which is the child. The latter had lived hard conditions in the English history that needed to be investigated.

The present study consists of three chapters. The first chapter provides a historical background. It introduces the industrial revolution in the British history as it shows the social and political aspects of England in the 19th century. The second chapter is devoted to the child labour as a social phenomenon in England in the time of industrialization focusing on the child working conditions in factories. The last chapter tackles the impact of the industrial revolution on child labour in England. It also presents the consequences of child labour in terms of rights, illnesses and treatments.

Chapter One: Historical Background

1.1. Introduction

England history was divided into a series a periods. From the ancient Britain to the modern age, these periods are spans of time in which each one of them has its own particular features whether in the social life, religion, politics, or other aspects. Thus, the thenineteen the century under the reign of queen Victorian was one of these periods which have its own characteristics such as advance in medical, scientific, and technological knowledge to change in population growth and location. This chapter aims to shed light on historical background, social and politics of the Victorian age and look into the effect of industrial revolution like social classes and economy as an example

1.2. Britain During the Victorian Age

The reality of Victorianism went back to the accession of Queen Victorian to the crown in 1837. The Victorian age refers to the period of Queen Victoria who reigned between 1837 until her death in 1901¹. No one before from the English monarch saw his name given to a period of his reing while still alive except the Queen Victoria

According to William E. Burns (2010) during the Victorian age, England was at its peak of strength and prestige and changed as much as dramatically as it had in all of its previous history. It was that in the nineteenth century that England reached it grandiose as a world imperial power².

And in the same context of thought, Queen Victoria came to the throne in 1837, a moment when the monarchy was not famous, and the number of London's citizens was about 2 million inhabitants. but, at the time of her death the number of population increased to become about 6 million inhabitants; a period when Britain became the most powerful manufacturing country. however, unfortunately there were several things which ended the era of the Queen's reign not as good as its starting; like the Crimean War (1854-6), The Indian Mutiny of 1857, and the death of the husband of Victoria in

¹Carter, R & McRae, J. The Routledge History of Literature in English. London. Routledge,1997.

²Willson John, Burgess. Anthology Burgess English Literature. London: Longman,1958.

1861, which drove the Queen to be Widow and led several protestants to oppose the monarchy³.

The Victorian era was known by contradictions; Which means that the Victorian witnessed so many political conflicts and struggles, but they also experienced a period that was recognized by “high Victorian England” (1851-1867). During that period, work and progress were the main values

In the scope of this, Burgess Willson speaks that:

The Victorian Age thus had a large number of problems to face. In many ways, it was an age of progress of railway –building, steam ships reforms of all kinds but it was also an age of doubt. There was too much poverty, too much injustice, too much ugliness and too little certainty about faith or morals – thus it became also an age of crusaders and reformers and theorist.⁴

Furthermore, it was the period of the industrial revolution that made England known top nation thanks to the development in trade and industry. It were great and sudden. It greatly affected the way people lived and worked It created new world to the Victorians and the texture of their daily life. It marks the most fundamental transformation of human life in the history of England. In fact England had witnessed many innovations in different fields, stability and huge social reforms but it was also the era of poverty, injustice and social unrest⁵

1.1. Society

England was under the reign of Queen Victoria, which was the longest reign ever in British history. Thus, England knew great change in the economic, social and scientific life, which deeply affected the people’s value, moral and principle⁶.

In general, nothing may speak and describe the Victorian society like its search of self-definition; because the sixty three years of Victoria’s reign were noticeable by social

³Carter, R & McRae, J. The Routledge History of Literature in English. London. Routledge,1997

⁴BurgessWillson. The Victorian age,1958

⁵Williams. A Companion to Nineteenth-Century Britain. United kingdom. Blackwell,2004.

⁶Lh  r  te, A &Barriat, J. The Best of English Literature. Paris. OphrysPlaton, 2001.

changes. Within this context Sharpe and Henderson claim that "*the sixty three years of Victoria's reign were marked by momentous and intimidating social changes*".

Despite of all problems and conflicts that Britain faced, and the threat of losing the real meaning of society, the Victorian era could be described as an age of reform. Like Sharpe and Henderson claims that:

The whole meaning of Victorian England is lost if it is thought of as a country of stuffy complacency and black top hated moral piggery. Its frowsty crinolines and dingy hansom cabs its gas lit houses and over ornate draperies concealed a people engaged in a tremendously exciting adventure _ the daring experiment of fitting industrial man into a democratic society⁷.

Once more, there is no doubt that Britain was smoothly moving to a state of becoming Europe's most stable and prosperous country. Many events and incidents mark this transfer among which The Industrial Revolution, the railway age, and steam engines are noticeably observed. Thus, it can be described as an age of transition. Moreover, England under the reign of Queen Victoria witnessed a deep religious thinking that reflects in a wide range of attitudes in helping the poor and fighting for reform. This situation inspired several Victorians writers who attempted to depict a real picture of their society. Through many of their works, these writers revealed their commitment towards their social environment during the nineteenth century⁸.

a. Social Classes

In the nineteenth century English society consisted of hierarchical structure containing the upper class, the middle class and the working class. Social class is based on a variety of criteria such as access to economic power, the level of economic reward, the values, expectations, beliefs and experiences of a social group. There are many other indicators to determine one's class. Different classes choose to use different words for the same ideas, and have different accents, occupations, educational, family and religious backgrounds, political ideas, manners and life style⁹. Social classes became a main issue in the 19th century and this lasted well into 20th century, British society

⁷Henderson, Heather and Sharpe, William. The Victorian Age. The Longman Anthology of British literature: Ed. Damrosch, David. Longman, 2004.

⁸Grellet. Daily life in Victorian England, 1999.

⁹Royle , Modern Britain, p. 89; Richard Lawson (ed.),e Census and Social Structure: An Interpretative Guide to Nineteenth Century Censuses for England and Wales, London: Cass, 1978.

during the Victorian age divided into three main social classes which the upper class, the middle class, and the working class. David Cody, Associate professor of English at Hartwick College describes the Victorian class structure:

Early in the nineteenth century the labels “working class” and “middle class” were already coming into common usage. The old hereditary aristocracy, reinforced by the new gentry who owed their success to commerce, industry, and the profession, evolved into an “upper class” (its consciousness formed in large part by the Public School and Universities) which tenaciously maintained control over the politic system depriving not only the working class but the middle class of a voice in the political process¹⁰

Many societies recognized three common social classes. Also it based on variety of norms such as access to economic power, the level of economic reward, the values, expectation, beliefs and experiences of a social group.

First, the upper class which was the highest social class of the Victorian England social hierarchy, they was wealthy and dominant, it consisted of aristocrats ruling families, nobles, titled people and religious hierarchs. those people had a fortune to born with their high status and they did not have to make much effort to earn their place in society, People from the upper class were mostly extremely wealthy and better living conditions, they did not work manually. Their income normally came from the investments made by them or from the inherited lands, they hold the most of political power and other facilities which were out of the reach of the other two classes¹¹.

With the rise of industrialization, the British upper class became strongly involved in the development of mining, canals and railways. As landowners who controlled most of the country’s agriculture. Moreover, their lives were comfortable; the upper classe had better food and housing with a lot of servants, which led to fewer diseases and longer living among these group. Since this class was treated so well, their population grew and thus had minimal difficulty living during the Industrial Revolution. When the eldest son inherited the estate, he was expected to do something useful as taking part in parliament, local affaires¹².

¹⁰Social class. The Victorian Web, 2002.

¹¹Williams. A Companion to Nineteenth-Century Britain. United kingdom. Blackwell, 2004

¹²Mitchell. Daily Life of Victorian England (2nd eds.). London. Greenwood Press, 2009

Women of upper class did not work, they stay at home until they get married or kept subservient to men in public affairs, were expected to be well educated in the arts and music and adept at managing a household. According to the traditional family pattern, the women were supposed to look after the household chores and take care of children, in terms of education also those belonging to the rich families got the best teachers to provide education. The fact that they represented the royal class gave these people an advantage at everything.

Second, during the nineteenth century a new class of citizenry emerged in British society known as “the middle class”; as a result of Industrial Revolution and the enormous rise in population from 10.5 Million in 1885 to 37 Million in 1901¹³

The Middle class was the next in social ranking, it was the new emerging class which consisted of bankers, large shopkeepers businessmen, doctors, engineers, architects, lawyers and the clergy¹⁴.

Thus, with the change of commercial and industrial society, the middle-class grew larger with the rise of industrialists and factory owners. They became central to the Bourgeois identity of the nineteenth century and more important politically¹⁵.

In addition to that, Middle-class women might act as housekeepers or general servants in the households of their kin; it was a strategy for middle-class families to maintain adult women outside commercial or professional activities¹⁶.

Third, lower class or working class was the lower rank of social classes; it consisted of unskilled laborers who worked in brutal and unsanitary conditions. They did not have access to clean water and food, education for their children, or proper clothing. Often, they lived on the streets and were far from the work they could get, so they would have to walk to where they needed to get to had almost no political power, and they rarely went to school. Also, the working classes (both men and women) did visible work. Their labor was physical and often dirty; it showed in their clothes and their hands. They were paid a daily or weekly wage. They were found in unskilled and skilled jobs; mining, fishing, transportation, industry and other manual trade. In addition to that, their

¹³ Ford. *Daily Life of Victorian England* (2nd eds.). London. Greenwood Press, 2009

¹⁴ Mitchell. *Daily Life of Victorian England* (2nd eds.). London. Greenwood Press, 2009

¹⁵ Williams. *A Companion to Nineteenth-Century Britain*. United Kingdom. Blackwell, 2004

¹⁶ Williams. *A Companion to Nineteenth-Century Britain*. United Kingdom. Blackwell, 2004

interest was just earning to stay alive and struggling the poverty and illness. Unfortunately, many workers resorted to the use of drugs like opium and alcohol to cope with their hardships¹⁷

During that time and because of the height population many children never attended school and half of them grew up unable to read and write, and ended up in a workhouse, which housed and fed people who had no power to support themselves, otherwise they were put to work. Boys and girls had to start work very young and they often helped in the work done by older member of the family.¹⁸

b. Class Conflicts

A class of people is a group that shares common characteristics. Generally, they have a similar socioeconomic status, which is based on income and living situation. Class conflict is thought to play a fundamental role in history of class societies (such as capitalism and feudalism) by Marxists as Karl Marx in his book claims that in any system there were two types of people: the proletariat and the bourgeoisie. The proletariat consists of the working, or labor, class. The bourgeoisie can be thought of as the idle, or management, class. In Karl Marx's theory of class conflict, he provided very clear definitions for these two classes. The proletariat is the social class which doesn't have means of production that the bourgeoisie has.

Marx predicted that class conflict between life conditions the bourgeoisie and the proletariat would lead to capitalism's downfall not just initially conflict confined to individual factories and the increasing homogenization within each class, individual struggles become generalized to coalitions across factories Increasingly class conflict is manifested at the societal level.

Marx was mad of the reality that workers were forced to work without asking anything about business. He believed that since the workers make the things, they should ask about details about where they go and for how much, instead of the rich owners. They had to work hard to earn a living, while making the rich richer just doing simple office work. Since they had to earn money to eat, and jobs were the only things that give money, they had no choice but to work for the rich who made the business.

¹⁷Forster. Class Conflict In Victorian Age, 1974

¹⁸Ibid

The rich became richer while the worker hauled, transported and did all of that hard manual stuff no one really likes to do. Karl Marx thought that their labor limited their freedom. He wanted the workers to unite and take over the business, so that they could all be prosperous. He thought that men are equal and deserved to run the business, and that the rich were not better than the commoner. In addition to that, the class struggle of the working class can succeed only if it is transformed from an economic into a political struggle, that is, into the “struggle of class against class” in which workers become aware of their historic interests and seek to wrest political power from the capitalists. Marx believed that the economic class struggle in fact had an inherent tendency to become political¹⁹.

During the age of industrialism, there was two main class system dominated the whole society. That is, there was a huge difference between the rich and the poor, a social middle-class was more or less non-existent. As a consequence, a huge contrast developed between the higher and the lower poor social classes. They also suggested that history was itself the unfolding product of successive stages of class conflict which by the nineteenth century had in Britain reached the stage of struggle between the middle and working classes²⁰.

In general speaking, the class conflict should not be seen as an objective necessity, a law of history, but should instead be reinterpreted in subjective terms, as a sort of, social poetry. In other words, the idea of the class war is a myth²¹.

1.2 Politics

The 19th century was a period of great political and social changes, including social reforms affecting education, poverty and public health, and reform of the franchise these changes came as response to the French Revolution and Industrial Revolution, as well as from anti-government sentiment. During the 18th and 19th centuries, British monarchs such as King George III and King George IV, as well as members of Parliament, were not well famous. Outside the parliamentary system, a number of political groups emerged to fight for reforms and battle against political repression

¹⁹Alex. Class Conflict In Victorian Age, 1974

²⁰Williams. A Companion to Nineteenth-Century Britain. United kingdom. Blackwell, 2004

²¹Gregory, 2005

Radicals

In 1800 only few Britons could vote. Political power was restricted to the wealthy. Those who challenged this injustice were called radicals. The influential radical thinker Thomas Paine, wrote a book called "The Rights of Man," which claimed that everyone should have a say in government. Inspired by Paine's ideas and those of the French Revolution, British radicals formed political groups. They get arrested for treason and outlawing radical organizations by British.

Chartists

After Queen Victoria took the throne in 1837, a group of working-class activists called for a campaign to achieve electoral and parliamentary change in Britain called the Chartists, they took their name from the People's Charter, a proposal drafted by the radical William Lovett. Among the Chartists' demands were universal male suffrage, voting by secret ballot and the abolition of property requirements for parliamentary membership. Over two decades, Chartism grew to a mass movement. While the Chartists were not immediately successful, many of their ideas were implemented in the Reform Acts of 1867 and 1884. In due course, almost all the Chartist demands became law in Britain.

Suffragists

British women could not vote. Although the British parliament passed three major reform acts commending voting rights, no legislation had granted suffrage to women. Queen Victoria actually supported the status and she has done nothing to address this disparity. In 1867 two members of Parliament, introduced a women's vote bill, which failed to pass. By the end of the century, the women's battle was finally won when Millicent Fawcett formed the National Union of Women's Suffrage Societies. Then, the Parliament granted voting rights to women with laws enacted in 1918 and 1928.²²

1.3 Economic

The Victorian era knew a time of economic growth, success and prosperity. During this time, the economy grew rapidly. The new addition of railroads significantly

²²Shannon Leigh. The History Of The Social-Democratics Federation: Martin Crick, 2008

increases trade and the average person was generally making more money, regardless of class. England was known as industrial center of the world, producing more resources than any other part of the world such as coal, steel and cotton cloth

The rapid development of manufacturing with the flow of industrial revolution makes things easy and facile in the latter part of the 18th century by the presentation of coal and steam engine, which has put England the richest country in the world at that time, and the process continued throughout the period.

The major factor in Victorian economic was the new expansion of railroads. Interested in its vast capabilities, investors from all over England invested in the new industry. Railway made their mark all over the country, leading through major cities which significantly impacted trade and commerce.

Moreover, the characteristic of the Victorian era economy was the change in the view of what a company and how it acted. Prior to the Victorian era, a commercial company was one that avoided large financial risks, innovations and entrepreneurship, yet these became the deriving forces of the Victorian economy. For example, the railroads industry drew large amounts of investors that put their faith into these new companies that were producing a product that had risky untold futures. Said by Andrew Gamble, this change in the economy was among the greatest transformations that occurred during the Victorian era. This was the time when the modern company was formed²³

2- The impact of industrial revolution on Britain

The Industrial Revolution was a period of major industrialization and innovation that took place during the late 1700s and early 1800s. The Industrial Revolution began in Great Britain and quickly spread throughout the world²⁴. According to Joel Mokyr: Before the revolution, most Britains made their living farming and lived in widespread rural communities. With the advance of factories, people began working for companies located in urban areas for the first time. Often the wages were low and conditions were harsh. However, working for businesses paid a better living than farming.

The early years of the 18th century, many changes happened in several parts of the world and took place in the life and work of people. These changes are the results of the development of industrialization. During the Victorian age (1830-1901), England

²³Simmon, J., Railways of Britain, p.10

²⁴Mitchell. Daily Life of Victorian England (2nd eds.). London. Greenwood Press, 2009

faced economic social and cultural changes that brought England to its highest point of development as a world power (Christ and Robinson).

1.1 Society

The Victorian era is well distinguished by the great development of the Industrial Revolution which had officially begun in 1750 in England. It knew a huge transformation in human life in the history of the world.

The population of London expanded from about two Million inhabitants when Victoria came to the throne in 1837 to six and half million at the time of her death 1901. In the late of 18th century and early of 19th century, England went through a number of technological, economic, and social change which are considered in total as the industrial revolution²⁵.

In addition to that, the industrial revolution created profound changes in the British society at that time, because the growth of London and other cities in Great Britain marked a change from a way of life based on the land to a modern economy based on manufacturing and financial institution²⁶. Thus, the economy during that time was changing from agricultural to an industrial one. In addition to poverty, diseases and social problems, the European society at that time suffered from the economic depression following the Industrial Revolution.

Industrial revolution has a positive effects as well as a negative effect in the British society during the nineteenth century. Firstly, the positive effect emerges in bringing railways, manufacturing developments and wealth to the country and making Britain the first industrial and financial nation in the world as well as its leading imperial power, in addition Work became more regimented and disciplined, and began to take place outside the home. The whole family had to work in factories, even kids.

Moreover, working conditions were often bad for many of those employed in the new factory systems and children were the worst during the Industrial Revolution. Workplaces were often poorly ventilated, over-crowded, and less safety. Men, women, and children in a similar way were employed at survival pay in unhealthy and dangerous

²⁵ Carter, R &McRae. The RoutledgeHistory of Literature in English. London. Routledge, 1997

²⁶ Carter, R &McRae. The RoutledgeHistory of Literature in English. London. Routledge, 1997

environments. It left children crippled, deformed and without a future employment for the rest of their lives. This greatly affected not only the child, but the family as well. There was no compensation or laws to support these families affected by the terrible working conditions from the Industrial Revolution.

2.2 politics

19th-century Britain experienced political unrest as the industrialization and urbanization of the country created a need for social and political change. There were increasing demands for improved social welfare, education, labour rights, political rights and equality, as well as for the abolition of the slave trade and changes in the electoral system. As a result, the slave trade was abolished in 1807 and the Great Reform Act was passed by Parliament in 1832. After this Reform Act, manufacturing cities such as Birmingham and Manchester could be represented in Parliament for the first time, thereby substantially changing the character of parliamentary politics

Industrial revolution promoted mass production. That is, quantities of goods were at lower costs. That had caused some competitions between countries in trading and commercial affairs. Indeed, industrial revolution helped factories work with little -or no- government interference. This is related to capitalism; that is to say, businessmen and factories owners can do whatever they want without government involvement. Adam Smith's *The Wealth of Nations* promoted such philosophy in economics as it became a prevailing economic system in the 19th century Britain.

3. Conclusion

To sum up, the first chapter lines dealt with the social life of Victorian society during the nineteenth century. Then it deals with the British Empire that witnessed conflicts and social issues like poverty, diseases and famine .When it comes to describing Great Britain in the Victorian period, terms like the Industrial Revolution, reform, and change would come to mind. Many changes appeared in many fields as a result of the Industrial Revolution. The class division and the gap between the social classes was a remarkable element in the Victorian society. This chapter paves the way to the second one which will tackle with child labor.

Chapter two: Child Labour during the Industrial Revolution

Introduction

Child labour is a burning problem all over the world, both in developed and developing countries. Though several attempts were made and are being made to eradicate/mitigate child labour at national and international levels, yet, the magnitude has been increasing at an alarming rate, particularly in the third world countries. As much as of the child labour is concentrated in the undeveloped countries of the world.

1-Definition of child labour

Child labour is when children are forced to work long hours in tough conditions. Children who are under 14 year age work called child labour, it's a big social issue, interfering the growth and development of country. Childlabour refers to the employment of the children any work that deprives children of their childhood.

It is a major problem in most of the developing countries like India. It is due to poverty, unemployment, improper education, limited rules and law on child labour.

“To a greater or lesser extent, children in every type of human society have always taken part, and still do take part, in those economic activities which are necessary, if the group to which they belong is to survive²⁷.”

It has been pointed out in the Report of the Committee on Child Labour also that child labour is not a new phenomenon related to our age. It has existed in one form or another in all historical times.

²⁷Mendeiievich.Eiias, “ChildrenatWork”. Geneva, International Labour Organisation, (1979), p.3

1-1 Child Labour during the Industrial Revolution.

Working children in industrial revolution in Britain, the industrial revolution working child labour suffered and poor conditions, they work 84 hour 16 days a weeks it was dangerous work and unhealthy .

‘slappers’ who In England, poor children even as young as four, five or six years of age were set to work by selling them to farmers, by indenture to crafts men or by hard labour in almshouses. These almshouses had utilized the cheap labour of children who had to work for longer hours for lesser wages. Many died in their teens. The arrogant entrepreneurs, with the intention of making more money, employed held the young working children awake by whipping them when they fell asleep while working²⁸

In 1837, Britain was still a rural nation with 80% of the population living in the countryside. Most people were farmers or spun wool and cotton to weave into cloth, but in the industrial revolution, new machine were invented that could do the jobs in a fraction of the time. This left many people out of work so they moved into the towns and cities in search of work. Most work was in the factories. Many of the factory workers were children, they worked long hours and were often treated badly by the supervisors, children worked in the factories because there were plenty of them in orphanages and they could be replaced easily if accident did occur.

They were cheaper than adults and were small enough to crawl under machinery tie up broken threads. They were young enough to be billed by strippers; children as young as four years old worked during the industrial revolution. They worked hard hours for little or no pay.

²⁸Christopher.J.Daniel: “Child Worker has come stay” Social Welfare, (Nov 1976)

Factory rules were harsh and strict. If you broke these rules you would be fined or punished.

Some rules were: normal working day begins at 6 am and ends 7 pm (allowing half hour for breakfast, dinner, and tea) if you are 2minutes late there will be wage deductions²⁹.

Many accidents occurred injuring or killing children on the jobs, the children worked long hours, and they were in horrible conditions. They used and worked near very dangerous equipment. The living conditions for the workers were terrible, there was swage, rubbish and offal scattered about the streets.

2- Child labour and Sectors of Work

The economy in Victorian era was affected by hiring children and forcing them to work, among the reasons that obliged them to work to improve their economic family conditions, and there were no laws to protect them from working. So many jobs were obtainable to children for a low or no salary in a terrible environment.

2.1 The coal mining industry

The main industry in Britain was mining, it was very common. There were 170 coal mines in England by 1800's³⁰

Coal mining was the major industry that contributed child labour in the early nineteenth century, children were use to sort rocks in mining charte because of their small size that allow them to get in to charte. They could be trappers, opening and shutting the doors to make fresh air enter and flow into mine tunnels, these tasks were giving to small children, but the young boys and girls were creeping into the shafts and sitting long ours

²⁹<http://eh.net/encyclopedia/child-labor-during-the-british-industrial-revolution/>

³⁰banting. The Industrial Revolution 1760-1830. Oxford: Oxford University Press

in the dark. Children enabled other miners to breath oxygen, besides if the job was simple and not really dangerous children had the entire responsibility of the wholeminers' life³¹

Consequently, children had the responsibility of opening and shutting the doors to let the workers pass and stranger children pushed trucks along tunnels to bringit from one place to another, filling it with coal which is dropped from the charts. Some children in pairs, as hurriersand thrusters, they carried heavy containers full of coal. One child was pulling the container and the other was pushing it, often teenagers and men their job was extracting the coal from the seam, some other children were driving the mule in the mine. Outside children order the coal, other mines existed were children worked in the same placed there were lead mines, tin mines, copper mines, especially in Cornwall. Following the discovery of coke, obtained by burning coal, numerous factories came into view. The mining industry had been the leading and paramount activity in the industrial revolution.

2.2 Chimney Sweeping

Chimney sweeping was very common during the industrialization because coal became the main fuel of domestic heating, the Victorian child chimneysweep may have been the most dangerous job. Particularly, when children first began working in sweeping it was largely spread in overcrowded citie, these trade had been industrialized later than the others because of resistance to mechanized tools. They could not interchange the work of children by machines, their work is to clear soot from chimney flues to avoid fires, the work was done when the child's head poked out of the flue, to

³¹William, M. (2014). Dickens' "Bleak House": The Bleak State of the Victorian Legal System. Retrieved from:

achieve that job they use more hand-brushes, most chimney sweepers learned how to work from the age of four.

The reason that make them doing this job is their size enabled them to fit in the flues, otherwise the adults were not able to enter the flues. Children went out through the streets early in the morning calling slogans to alert customers and told them that they are ready to serve.

According to English historian Benita Cullingford, chimney sweeps, also called climbing boys and girls, had existed in England since the twelfth century. Consequently, following the process of urbanization and the advent of the coal mining industry appeared an increase in the demand of chimney sweeps services³²

2.3 Children Works in Agriculture

Britain had a long tradition of agricultural child labor, in which children were most often recruited to scare crows or lead animals to pasture. With the rise of industrialization, and particularly the development of coalmining, more children began entering the workforce at an earlier age. Children were on average five times cheaper to employ than adults, and were expected to work the same hours.

Agricultural work varied by region and function but many common tasks were found on farms. Arable land needed to be ploughed, harrowed and planted. Weeds and stones had to be dug up. Manure was spread to improve soil fertility. Reaping, mowing, threshing and gleaning were part of the annual cycle in cereal agriculture. Draught animals had to be tended. Dairying required the production of milk, butter and cheese and the marketing of those goods. And there were more specialized aspects of agricultural work

³²The Secret of the Industrial Revolution. Retrieved from: www.econ.ucdavis.edu

such as hedging and ditching, market gardening and fruit picking. These tasks had been carried out for centuries.

Furthermore, farm work was too hard to exercise, and it is often done in very bad conditions. In addition to inadequate labor laws, children who worked in agriculture faced exposure to dangerous weather conditions, equipment, pesticides and insecticides. Because their bodies were still growing and they were continually developing mentally, children were even more vulnerable to the harsh conditions faced by all farm workers.

In terms of equipment, using tools designed for the muscle power of an adult can have hazardous consequences. Often times, children operate heavy equipment unsupervised and without adequate training beforehand. Children who work in the fields also used dangerous tools like sharp knives to perform their duties.

Like other farm workers, at that time children experienced heat-related conditions from intense sun exposure. This included heat exhaustion, heat stroke, dehydration, and even death. At a young age, they might also be less aware of their body's functions, and thus less able to recognize these conditions when they were occurring.

Conclusion

Child labour cannot be abolished over night it was suggested to strengthen the existing legislation. Another important need is the protection of the health of child labour. The planning committee suggested that certain departments could be effectively converged for elimination of child labour. The schools should be strengthened and made attractive by providing qualified and committed staff. Several other suggestions for combating Child Labour.

Chapter three: Britain and the Curse of Child Labour

Introduction

England had achieved huge success in the globe by the industrial revolution, it was the first in many fields but changes and reforms sacrificed by society especially children, they were the most affected item. This chapter aimed to shed light on solutions that had been taken to reduce this phenomenon like factory acts that came to abolish child labour and put limits.

1. Consequences of Child Labour

Child labor was the worst phenomenon during the Industrial Revolution. Workplaces were frequently poorly ventilated, over-crowded, and replete with safety hazards. With the spread of child labor in England, children suffered from harsh, and sometimes deadly, working conditions. As factories increased, the owners of factories, mills and mines needed agile employees who were too young and uneducated to complain about wages and the unfair treatment they repeatedly would endure at the hands of shop owners, managers and supervisors. Children, then, were the ideal type of employee. The types of jobs they often performed were risky and the work hours were grueling. Besides these problems, children were to face a variety of physical dangers - and death - from forced labor.

1.1. Injuries and Illnesses

Children contracted scarlet fever, measles and polio from foul water, open drains and unsanitary toilets. Match factories made matches with phosphorous, which rotted children's jaws or teeth. Children who happened to be tardy were punished by carrying weights around their necks; this caused back and neck injuries. Older children often died from coal dust, lung disease, asbestos exposure or cancer. Toxic fumes caused

early respiratory disease and tuberculosis. Machinery scalped long hair children or crushed tiny hands. Others died by falling into machines while they slept.

In addition to that, physical injuries and mutilations were caused by badly maintained machinery on farms and in factories, machete accidents implantations, and any number of hazards encountered in industries such as mining, ceramics and fireworks manufacture. Furthermore, kids were incessantly exposed to roof falls, gas explosions, and drowning in the shafts, As well pesticide poisoning is one of the biggest killers of child laborers; pesticides kill more children than diphtheria, malaria, polio and tetanus combined. The global death toll each year from pesticides is supposed to be approximately 40.000.

Additionally, long-term health problems, such as respiratory disease, asbestosis and a variety of cancers, are common in countries where children are forced to work with dangerous chemicals, in addition to, exhaustion and malnutrition that are a result of employed children performing heavy manual labor, working long hours in unbearable conditions and not earning enough to feed themselves adequately.

Furthermore, children suffered from the first known industrial disease „chimney sweeps“ cancer“ caused by the constant irritation of coal tar soot on the naked skin. Sadly there are recorded instances where these climbing boys choked and suffocated to death from inhaling the chimney dust or from getting stuck in the narrow and convoluted chimney flues. Casualties were also frequent as many boys were maimed or killed from falling or from being badly burned.

Besides, living conditions were equally dreadful. These young chimney sweeps would sleep in cellars on bags of soot collected from the chimneys they swept. Over and over again, the soot would be dumped out of one of these bags and that same bag would then

be used as a blanket at night. They were often sickly, rarely bathed, and learned to beg handouts of food and clothing from their customers as all the money they earned went to their masters. The soot they collected was sold to farmers for fertilizer.

1.2. Treatment

The treatment of children in factories was habitually cruel and unusual, and the children's safety was generally neglected. The youngest children, who were not old enough to work with the machines, were commonly sent to be assistants to textile workers. The people whom the children served would beat them, verbally abuse them and treated them as slaves, and take no consideration for their safety; which led to growth deficiency is prevalent among working children, who tend to be shorter and lighter than other children; these deficiencies also impact on their adult life.

Working long hours, child laborers are frequently denied a basic school education, normal social interaction, personal development and emotional support from their family. George one of several children who were suffering from the bad and inhuman treatment, he worked as a farm boy under a man who never missed an opportunity to thrash him, no exception to the rule, all poor boys in those days were badly treated even when parents were aware of their children's abuse, poverty often meant they were unable to take any effective action³³.

2. The British Government Attempt to Abolish Child Labour

Great changes took place inside the country of England. The domestic policies supported an abolition of child labor and adapted at the evolution of economy and organization of labor. Between the years of 1750 and 1802, no laws existed to protect

³³Edward. An Illustrated History of Britain. Essex. Longman, 1922

children from callous labor conditions. Children as young as five years old worked in factories and mills.

Since child labor climax appeared during the Victorian era, it is not surprising that politicians had been deeply involved in the matter during that period because it became noticeable that protection was needed, in which Mill argued that:

“... Children should be protected ... from being overworked. Laboring for too many hours in the day, or on work beyond their strength, should not be permitted to them, for if permitted it may always be compelled. Freedom of contract, in the case of children, is but another word for freedom of coercion. Education also, the best which circumstances admit of their receiving, is not a thing which parents or relatives ... should have it in their power to withhold”³⁴.

3. Factory Acts

The Factory acts were a series of parliamentary acts passed during the nineteenth century in Britain to deal with the issue of child labor; the aim of this legislation was to regulate and control the circumstances under which children worked. Parliament began investigating child labor. In 1802, the first Factory Act was passed. The government was reluctant to interfere with the freedom of employers and workers to come to their own agreements about wages and working conditions³⁵

3.1. Factory Act 1802

The Act 1802 was called “the Health and Morals of Apprentices”. Its promoter was Sir Robert Peel, an MP (and father of the future Prime Minister) who himself was a wealthy factory owner. He was concerned to see that humane standards of treatment

³⁴Mill.The British Industrial Revolution: An Economic, 1965

³⁵Child Labor During the Industrial Revolution. (2001).Factory Act of 1833. [online] Available at: <http://industrialchildlabor.weebly.com/factory-act-of1833.html>.

were established for the increasing numbers of 'pauper apprentices' employed in factories like his own.

This piece of legislation was the first attempt at reforming working conditions in factories. The Act attempted to legislate for "pauper apprentices" and fixed a maximum twelve hour working day for the children. The basic act was as follows:

- Mills must have sufficient windows to ensure a flow of fresh air
- The walls and floor of the mill must be washed regularly
- Separate bedrooms must be provided for the two sexes
- There must be no more than two children to a bed
- Two suits of clothing must be provided for each child, one to be new each year
- For at least the first four years of their apprenticeship, children must be instructed in reading, writing and arithmetic
- On Sundays, there must be at least an hour's teaching of Christianity, conducted by the local Anglican Minister

Local magistrates had to appoint two inspectors known as visitors to ensure that factories and mills were complying with the Act; one was to be a clergyman and the other a justice of the peace, neither to have any connection with the mill or factory. The visitors had the power to impose fines for non-compliance and the authority to visit at any time of the day to inspect the premises³⁶.

³⁶Humphries, J. Childhood and childlabor in the British Industrial Revolution. 1st ed. History Reference center, 1980

3.2. Factory Act 1833

In 1833, the Government passed a Factory Act to improve conditions for children working in factories; the act established criteria for a normal working day in one industry. Young children were working very long hours in workplaces where conditions were often terrible. The basic act was as follows:

- No child workers under nine years of age
- Employers must have an age certificate for their child workers
- Children of 9-13 years to work no more than nine hours a day
- Children of 13-18 years to work no more than 12 hours a day
- Children are not to work at night
- two hours schooling each day for children
- Four factory inspectors appointed to enforce the law

What made the 1833 Act so important was that it established a system to ensure that regulations were enforced. A small, four-man 'inspectorate of factories' was created, responsible to the Home Office, with powers to impose penalties for infringements in addition to the inspectors produced reports of their visits to individual factories and these were a valuable source of information about child labor .

In the same line of thought, the 1833 Act was a pioneering piece of legislation, and set the pace for further reform. This did, however, proved a difficult process as many employers found ways to evade the new regulations. In 1844, Parliament passed a further Factories Act which in effect was the first health and safety act in Britain. All dangerous machinery was to be securely fenced off, and failure to do so regarded as a

criminal offence. No child or young person was to clean mill machinery while it was in motion. The Act limited the hours worked by children to six and a half, with three hours' schooling, and set a maximum 12-hour day for young people between 13 and

18. The 12-hour rule also applied to women.³⁷

3.4. Chimney Sweeps Act

In 1834, The Chimney Sweeps Act was passed outlawing the apprenticing of any child below the age of ten. Furthermore, no child was to be actually engaged in cleaning chimneys under the age of 14. In 1875, a successful solution was implemented by the Chimney Sweepers' Act which required sweeps to be licensed and made it the duty of the police to enforce all previous legislation. This new act imposed a 10 fine on the defaulters. This act had a great impact in preventing the vice of chimney sweeps

As time passed, the use of chimneys and chimney sweeps declined. Modern heating systems replaced the old chimneys and modern professions replaced the chimney sweepers³⁸.

Conclusion

Child labour refers to the use of children as a source of labour while depriving them of their fundamental rights in the process. Such rights include the opportunity to enjoy their childhood, attend school regularly, have peace of mind, and live a dignified life. Child labour can also refer to the practice of exploiting children for financial gain. Some industries employ children in order to cut down on labour costs since their wage demand is low. Work that places children in a situation that is socially, mentally, physically, or morally harmful and dangerous is also defined as child labour because it ignores the well-being of such children . When children are made to perform work that

³⁷ The National Archives. 1833 Factory Act - The National Archives.
[online] Available at: <http://www.nationalarchives.gov.uk/education/resources/1833-factoryact>

³⁸Victorian-Era.org

is legally prohibited to be performed by children of a certain age group, such type of work is also referred to as child labour.

General Conclusion

Child labour research needs to carefully define exactly what measures of time allocation are being considered. Studies that consider too narrow a scope of activities are apt to generate misleading conclusions. Children are active in a wide variety of tasks and appear to substitute between them easily. Thus, if a child is observed working less in one task (like wage work), one cannot assume that she is working less. Moreover, though wage work appears less likely to be associated with simultaneous schooling, differences in schooling associated with variation in hours worked are much greater than those associated with location of work. Work is typically classified as market work or domestic work. Domestic work (often labeled "chores") is too often ignored in child time allocation studies. For a given number of hours worked, domestic work appears as likely as work in the farm or family business to trade off with school. Hence, studies of child labour need to consider as wide a range of activities as the data permit. There is considerable scope for learning about total labour supply or schooling changes by looking at changes in participation in various disaggregate activities.

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