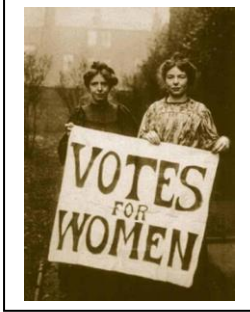


Aim #11: How did the Industrial Revolution Inspire Attempts at Reform & Gradual Improvement for the Working Class?



Mini Lecture

- The early industrial age brought terrible hardships. In time, however, reformers pressed for laws to improve working conditions.
- While utopians and communist offered a (radical) design for a perfect society, workers sought more immediate & practical solutions to their problems (following utilitarians)
- The first attempt at reform were by the **Luddites**-workers protested their conditions by breaking machines because machines took their jobs. It failed because it was illegal & impossible to break all the machines.
- People who worked in the same occupation/industries joined together in organizations to improve their conditions- **unions**. As a group, they can put more pressure on employers to improve conditions than they could as individuals.
- Union members elected representatives to present their request/demands to employers- **collective bargaining**. If the employer did not grant their requests, the workers might **strike** or **boycott** the employer's products until the employer compromised.
- To stop strikes, employers hired strikebreakers to replace workers. Police or blacklisting were also used to end strikes & weaken unions.
- Unions were illegal in Britain until 1824. Even after, the government forcefully discouraged unions.
- By the early 1900s, unions grew & became more acceptable. They improved worker's lives by winning several issues: laws setting minimum wage, limits on the number of hours worked, higher pay for overtime, & established a 5-day workweek.
- In Britain, reformers pressured Parliament to pass laws that gave **suffrage** (voting) to all males without property requirement (1885). However, women did not win equal suffrage until 1928, after decades of protest & pressure led by Emmeline Pankhurst, leader of the suffrage movement used violence, smashed windows to promote suffrage, Others used hunger strikes.
- As suffrage was extended to the poor, reformers realized how important it was that the new voters be able to make responsible political decisions. Consequently, they passed the **Elementary Education Act of 1880**- providing elementary school education for all.
- **Michael Sadler**, a reformer & politician, was concerned about the abuses of factory workers. He set up a Select Committee on Child Labor and published reports- **Sadler Reports**. This resulted in the 1833 law limiting the working day of children aged 9-12 to 8 hours. Later, health & safety acts were passed.
- Despite the social problems created by the IR, the industrial age did have some positive effects- wages rose, the cost of products & travel fell, and the overall **standard of living** had begun to rise higher than ever.
- Consumer and leisure culture developed. Consumption of material goods & leisure activities (biking, boating, athletics) became important escapes for workers from the miserable industrial environment.

CAUSES

- Availability of raw materials and markets in colonies
- Great Britain's seapower and political stability
- Parliament's support of free enterprise
- Agricultural improvements in Great Britain
- Enclosure movement in Great Britain
- Great Britain's factors of production
- Invention of new machines in the textile industry
- Development of the steam engine
- Increased individual freedom in the West
- Western attitudes toward competition

Industrial Revolution

EFFECTS

- Development of labor-saving, time-saving machines
- The factory system
- Poor working conditions in factories
- Overcrowding, pollution, disease in cities
- Competing ideas about economics
- Rise in standard of living, growth of middle class
- Rise of new industries and powerful industrialists
- New emphasis on middle-class home life
- Increased power of industrialized countries

Review Questions:

1. What were some examples of attempts of reforms pursued by the working class?
2. What were some examples of attempts of reforms brought forth by governments?
3. How did the lives of the working class gradually improve?
4. Was the Industrial Revolution a blessing or a curse?

The Sadler Committee (1832)

Michael Sadler (1780-1835) was a politician who was A Member of Parliament in Great Britain. In 1832, Sadler led a parliamentary investigation into the conditions in the textile factories.

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

Sadler: When did you first begin to work in mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped.

Sadler: When your hours were so long, did you have any time to attend a day school? **Cooper:** We had no time to go to day school.

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

Sadler: Do you know of any other children who died at the R Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip . . . His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

1. Based on this excerpt, explain the purpose of the Sadler Committee interview.
2. Identify the Sadler Committee's point of view concerning how people in the working class in 19th century Great Britain experienced the Industrial Revolution.

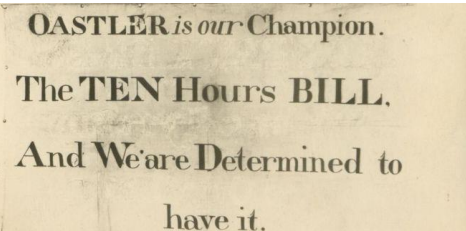
How did the Labor and Women's Suffrage Movements attempt to reform society?

Directions: Read the following documents and explain the **goals & strategies** both reform movement used to meet those goals.

The Industrial Revolution was a time of great social, economic, and political change. These changes encouraged different people in society to develop reform movements, or group actions to solve these problems.

Document 1a: Richard Oastler

Richard Oastler was a clothing merchant. In 1830, he attempted to reform working hours by writing a letter to the newspaper *Leeds Mercury*. In his article, he criticized the employment of young children in factories. Luckily, his letter was read by John Hobhouse, a Member of Parliament. Hobhouse sought to introduce a bill limiting child labor. After the bill was published, workers formed Short Time Committees. These committees worked to promote the passage of the bill in Parliament by holding meetings, mass demonstrations, and collecting signatures. Even though the bill passed, it did not cover all industries and long work days persisted for many workers. Richard Oastler intensified his work and began to lead the Ten Hour Movement. At the same time, he encouraged workers to strike and child workers to sabotage factory equipment.



OASTLER is our Champion.
The TEN Hours BILL.
And We are Determined to
have it.

This was a flag used by the 19th century labor reformer Richard Oastler

Documents 1b: British Factory Legislation

1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.

1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.

1880 The first Employers' Liability Act granted compensation to workers for on-the job injuries not their own fault.

Document 1c: Enforcement of British Factory Legislation

My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and, in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.

Factory Inspectors report – British Parliamentary Papers (1836) No 353

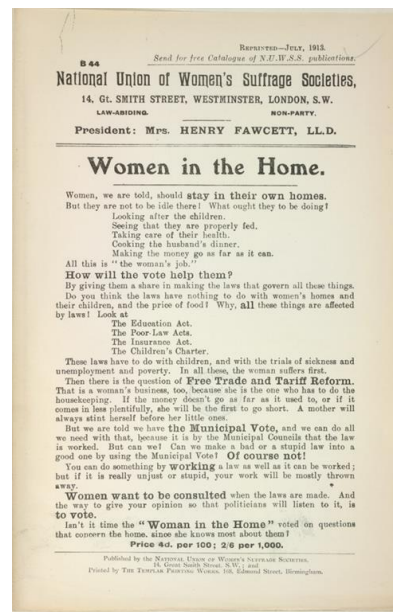
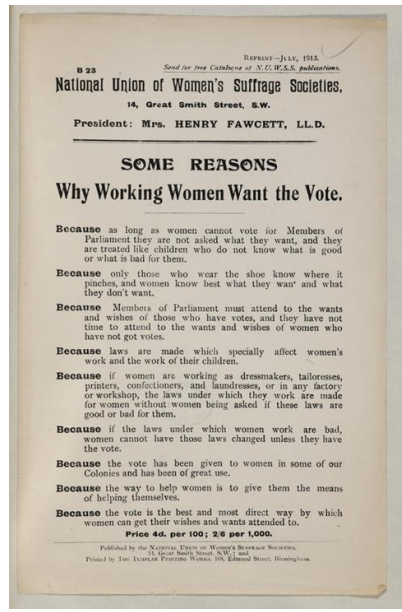
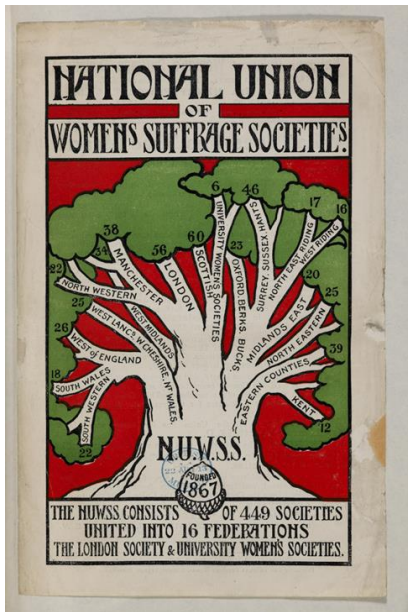
Document 2a: The National Union of Women's Suffrage Societies (1897)

During the Industrial Revolution in the 1800s, many European middle-class women were expected to stay at home with their children while their husbands worked. They were not encouraged to be part of political life. Still, women wanted the right to **suffrage**, or the right to vote. In 1867, John Stuart Mill presented a petition for women's suffrage in Great Britain. With the failure of this attempt, Lydia Becker started the first women's suffrage committee in Manchester, Great Britain. Her committee encouraged the founding of other committees and by 1897, these separate committees all united as the National Union of Women's Suffrage Societies.

British suffragists faced opposition and challenges from those who did not support women's suffrage. These people became known as anti-suffragists. Anti-suffragists included both men and women. Some anti-suffragists believed that women were too emotional to vote responsibly. Others believed that women belonged at home, not in the government and if they got involved in political life, then homes would be abandoned and children left unkempt. Anti-suffragists repeatedly blocked attempts to address suffrage in Parliament.

Document 2b: NUWSS Propaganda

These leaflets were produced between 1912 and 1914 by the National Union of Women's Suffrage Societies (NUWSS). Led by Millicent Fawcett, the NUWSS used parliamentary procedure to try to achieve its aims, lobbying MPs through petitions, public meetings and letters, while influencing public opinion via local branch activities. **Propaganda**, often in the form of leaflets, played an important role in this.



Document 2c: Women's Social and Political Union (1903)

Frustrated by this opposition and the slowness of change, some women became more **militant**, or aggressive, and engaged in activities some would call **terrorism** today. Emmeline Pankhurst, along with daughters Christabel and Sylvia, founded the Women's Social and Political Union (WSPU) in 1903. Her followers, called "suffragettes." These suffragettes heckled or mocked politicians, practiced **civil disobedience**, or refusal to obey certain laws, started riots, led hunger strikes and more.

Christabel Pankhurst wrote, "If men use explosives and bombs for their own purpose they call it war [...] and the throwing of a bomb that destroys other people is then described as a glorious and heroic deed. Why should a woman not make use of the same weapons as men. It is not only war we have declared. We are fighting for a revolution!" The suffragettes began to engage in acts of arson and bombing to push for women's right to vote. By the end of 1912, 240 people had been sent to prison for militant suffragette activities. While in prison, some faced force feeding torture. Action continued despite the arrests. Suffragettes engaged in tactics like smashing glass cabinets, placing dangerous chemicals in post boxes, cutting telegraph wires, burning down teahouses, destroying artwork, and more.

