

# **CHILD LABOR IN PENNSYLVANIA**

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## **OVERVIEW**

This curriculum unit treats child labor in Pennsylvania from the dawn of the industrial age through the Progressive and New Deal eras and the institution of the Child Labor Law of 1915. Students will find studying American History from 1800s through the 1930s more engaging when they consider the lives of children their own age and younger. They will be surprised to find what these children long ago were doing each day. Children were not spending six hours in a classroom; they were in factories, mines and on the streets working to contribute to their families' income. Students will study photographs, read about working in the mills from child workers in their own words, and hear about often-heated public discussions that took place.

As a fourth grade teacher, I am aware of the time constraints of our social studies and history curriculum. Focusing on issues that would engage students and enhance their understanding of specific time periods can be accomplished by studying such issues as child labor. Bringing in primary documents, first hand interviews, and encouraging debate on how many hours a child should work or what they should be paid will encourage higher-level thinking skills in our students.

The target grade level is fifth grade, although many of the lessons can be modified for fourth grade (Pennsylvania curriculum) and eighth grade American history. The lessons will integrate reading, writing, and thinking skills.

## **RATIONALE**

This unit was created with the intention of engaging students in studying a period of time in America that is usually glossed over in our history books. If the textbooks cover the Industrial Revolution, the Gilded Age, and the Progressive Era at all, they usually include information on one or two famous industrialists (Carnegie, Rockefeller) or inventors (Edison, Westinghouse). This unit will focus on the issue of child labor throughout this time period and will not only engage students but also by using different strategies, build background knowledge that they will use in future classes. Integrating

reading, writing, listening and discussion allows teachers to complete the unit during parts of these literacy classes and will help to keep the interest level high.

### Historical Background

We cannot look at the history of child labor in Pennsylvania without considering the broader issues of the economy and labor in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Before the dawn of mechanization, most people labored on the farm or in the home. Children played a great part in the family's economy. Which tasks children were asked to do and how many hours they spent completing these tasks varied according to place and time. Families depended on their children to help out on the farms and in the homes. We see this tradition especially in New England in the 1600s when immigrants came over with their families to start new lives. Children worked side by side with their parents and siblings. For the religious, it was seen as a time to teach not only skills needed for farming and agriculture, but also to teach religious beliefs and discipline. The family became a stronger unit because of this common goal – survival. Families were independent and hard working. They typically produced for direct family consumption and independence, but they also bartered for goods with their neighbors.

### Children as Laborers

In Europe, it was not unusual to see children helping their families out on the land and in the home. In Colonial America, this tradition was carried over from Europe. Children labored in the fields, on the farm and in the home, wherever they were needed. In *Children in Colonial America*, Helena Wall writes about Elizabeth Sandwith Drinker's life in Philadelphia (1735-1807). She was able to get this information from Elizabeth's diary that Elizabeth kept almost daily from 1758 to her final illness in 1807. Elizabeth, a Quaker, orphaned along with a sister as a teenager, was taken in by another Quaker family and eventually she married a widower, Henry Drinker, a wealthy merchant. It is interesting to note her account of Philadelphia and her insight into the elite religious group, the Quakers. In the summers, Yellow Fever and other diseases swept through the city and the Drinkers would retire to their country home.

Unfortunately, poorer families did not have such luxuries and often children were left homeless and orphaned. Elizabeth spoke about bringing some of these children into her homes as servants. In January 1807, she reported that a baby was found in an alley downtown and that a neighborhood woman (already with a suckling baby) offered to take the child if the “overseers of the poor will pay her for her trouble. Here was a child bound for indenture...”<sup>1</sup> Organizations although small were in place to try to help these families and children, but the reality was that children were seen as cheap labor, people who could work off what they owed for being taken in. It will be almost 100 years before children were seen as something priceless and needing protection.

In the late 18<sup>th</sup> century, British mechanics developed machinery to manufacture cloth and many other products. Machines made these products faster and cheaper. In an effort to keep this technology in England, people leaving the country were not allowed to take information such as plans or blue prints of the machines. In 1789, Samuel Slater, a British immigrant, brought ideas for creating a cotton mill that would change the way Americans worked. These machines were exactly like those that he worked on in English

factories. As England was very protective of this information, Slater had memorized these plans in order to reproduce them in America. Child labor in factories in England was common, and so, when Slater completed his first mill in Pawtucket, Rhode Island, he hired nine children between the ages of seven and twelve. Children went from working at home with their families to going off to work each morning and working for more than ten hours a day, six days a week for \$.80 to \$1.40 a week.

In 1789, after building his first factory Slater, who later became known as the “Father of the American Factory System,” paid nine children between the ages of seven and twelve to work in his factory. As more factories were built, owners looked for whole families to hire because the more children you had the better chance of your getting hired. Most parents and employers believed that working was good for the children as it “kept them from idleness and mischief.”<sup>2</sup> There were people who believed though that children should be educated or that they should at least be able to read and write. At this time, there was no public education, only private schools and tutors that only the wealthy could afford. As time went on and people saw the number of hours children worked (children under 16 were working up to 13 or 14 hours a day), many began to speak out for these children and their need to be in school.

In the early industrial period, American labor took on a new shape and form. Not only were children affected, but so were the skilled workers who specialized in trades such as garments, iron, and furniture. Skilled laborers called master workers could make a good living and train apprentices in their trade. These master workers usually had a shop with living quarters on the second floor. Their families, apprentices, and sometimes other young skilled workers, lived and worked together. Once trained, these workers went on to open their own shops in other towns and if they were successful, went on to train their own apprentices.

During the second half of the 19<sup>th</sup> century, millions of immigrants from Europe moved to America. Some moved to escape famine and extreme poverty. However, others moved because they sought religious freedom. When they arrived in America, willing to work hard, some found places to live and work with relatives and friends who had settled years before. Some found work but many did not. Often fathers could not find work or were only able to get menial, low paying jobs. These families needed everyone to pitch in, and so children worked in addition to their parents. Sweatshops cropped up in large cities such as New York and Philadelphia. Children carried garments from the factories to these worker homes, which were usually found in the poorer neighborhoods. These bundles of garments were partly finished and were brought to the worker homes to complete the detail work such as cutting, sewing and attaching buttons.

Families usually moved in with or close to relatives and friends until they found work. Immigrants moved in with their extended families hoping that these relatives would be able to get them employment. Families were desirable to some employers, as children were cheap to employ and parents could watch over them. Several texts mention discipline especially in the textile mills. Separate rooms were kept to “discipline” young workers if they misbehaved, fell asleep or made mistakes.

In time, owners began to organize their workers on an assembly-line basis. Before the advent of the assembly line, skilled craftsman made customized and specialty items, such as furniture. As time went on, owners discovered that apprentices could make legs of tables all day, which freed up the skilled worker to make more difficult

parts such as the tabletop. Eventually displaced skilled workers and mechanization would play an important role in the “deskilling” of the American worker and the building of large factories.

These large factories hired hundreds of workers, which resulted in both creating an impersonal workplace and bringing large numbers of employees together. The development of unions was one necessary outcome of the large factory environment. Although Philadelphia had a blend of small business owners, shops and large factories, its economy and labor force were also affected by big business as much as in large factory towns such as Lowell, Massachusetts. Not only did the employment of large numbers of people create an impersonal atmosphere, but it also fostered the idea of using strength in numbers. Mill workers, miners, and factory workers formed unions and associations. These unions would be instrumental in starting discussions of child labor and the elimination of young children working in these dangerous worksites.

### Children Textile Workers

“A Philadelphia paper contained (December, 1906) the story of a little girl who worked for three dollars a week in a woolen mill in that city. The floors of the woolen mills are always slippery with wool-grease. The child slipped, and thrusting out her arm she was caught in the cogs of an unguarded machine. Her right arm was broken in seven places from wrist to shoulder. No automobile was called, as would have been the case if little Edith Vere de Vere were to have slipped and hurt her poor head. Instead, the child walked nearly a mile to the nearest hospital. Her arm was so jaggedly chopped up that it didn’t mend straight, and she is a cripple for life.”<sup>3</sup>

This begins poet Edwin Markham’s account of the fact that girls were three times more likely to be injured than adult women in the mills. Muckrakers, or people who spoke out against child labor, called it what it was. “(C)hild labor is synonymous with child slavery.”<sup>4</sup> Robert Hunter, one of the many angry voices who spoke out against child labor in mines, factories, and mills, was outspoken and passionate about the evils of child labor. He continued:

“For several reasons child labor has become an evil. From a national point of view it is a waste of the nation’s most valuable asset—manhood...Instead of being a way to develop a strong and powerful working class, capable and efficient in industry, it is the one most effective way of weakening and rendering impotent the work forces, of undermining their capacity, and of producing an inert, inefficient mass of laborers. To the child it is ruinous...”<sup>5</sup>

Child labor did not start out this way. A family working together at home was seen as a way of raising and disciplining children. It was a good thing because it strengthened the family unit. What happened was the mechanization of the textile industry. What had been brought together, the family, was now ripped apart as families

went their way to different parts of the mill, sometimes at different shifts, to support the family unit. Owners, putting their capital into machinery, looked for ways to save money and turned to child labor. More and more children took the place of adult workers even when the work was dangerous. Smaller fingers could un-jam machines or fix broken threads and, in time, they replaced many adult workers.

Conditions were not easy. At five in the morning, mill children were awakened by the blast of the factory whistle. By six o'clock, the gates were shut; if you were late even by a minute, you were docked an hour's pay. At 8 a.m., there was a 15-minute break for breakfast and at 12 noon, a half an hour for lunch. For twelve hours a day, six days a week, children worked tirelessly at the spinning machines either rolling bushels of bobbins from room to room, oiling machines, or moving supplies from place to place. Tired children were especially prone to accidents and it is no wonder after eight hours, children received serious injuries. The machines were fast and loud and it took just moments for the machine to pull the hair or piece of scalp from a child's head. Children were too tired to eat when they got home and often slept in their clothes day after day.

In time unions and trade associations formed and helped to change the face of child labor in America. It would take more than 100 years from the beginning of children in textile mills for state laws to restrict the age of children laborers. Pennsylvania would be one state to lead in the restriction of child labor, but it would take a federal act to finally end child labor in America.

### The Breaker Boys – Children in the Coalmines

In Pennsylvania coalmines, miners of all ages were working the dangerous job of mining coal to fuel these factories, railroads, and eventually American homes. Adult workers went down into the mines and blasted through rock to excavate coal. It was a dangerous job, not only were miners seriously hurt, they also died from Black Lung, a respiratory disease that eventually took their lives. Physicians found upon inspecting child miners that they were malnourished, sleep deprived, had many minor injuries, and curved spines from bending over the breakers. Miners eventually created labor unions and associations and struck against mine owners. These strikes would stop the production of coal sometimes for weeks.

“In a little room in this big, black shed—a room not twenty feet square—forty boys are picking their lives away. The floor of the room is an inclined plan, and a stream of coal pours constantly in. They work here, in this little black hole, all day and every day, trying to keep cool in the summer, trying to keep warm in the winter, picking away among the black coals, bending over till their little spines are curved, never saying a word all the livelong day. These little fellows go to work in this cold dreary room at seven o'clock in the morning and work till it is too dark to see any longer. For this they get one dollar to three dollars a week. Not three boys in this roomful could read or write.”<sup>6</sup>

This description of the coalmines does not mention the loss of fingers, the many cuts and injuries that these boys endured. Ruth Holland, the author of *Mill Child-The Story of Child Labor in America*, continues that although boys under twelve were not legally allowed to work in the mines of West Virginia, the miners knew there were hundreds of boys of nine and ten years of age working in the coal mines. The same was true of the coalmines of Pennsylvania and for most industries. If families needed their children to work to survive, then they would lie about the child's age.

In *The Face of Decline*, authors Thomas Dublin and Walter Licht refer to a congressional study published in 1911 that showed that "a typical son or daughter of a miner who labored in a coal breaker or silk mill in the area contributed 12.5% of family income, with the combined contribution of children amounting on average to almost 38 percent of household earnings" (italics mine).<sup>7</sup> Finally in 1905, Pennsylvania "banned the employment of children below the age of fourteen; fourteen- to sixteen-year old boys and girls could work only if they secured working papers signed by parents and employers".<sup>8</sup> Parents lying about their children's ages so that they can work in the breakers became an issue. Eventually, schools became responsible for children getting work permits, which helped to solve this problem. In 1915, the Pennsylvania Child Labor Law set fourteen as the minimum working age and required working children to have completed sixth grade which helped to enforce the restrictions already in place. By 1920, child labor was not eliminated but statistics showed that "less than one in seven school-age children in families of mineworkers worked to supplement their father's earnings."<sup>9</sup>

### Child Labor in the 20<sup>th</sup> Century

In Pennsylvania, the number of children in non-mining areas working also increased dramatically during the last half of the 19<sup>th</sup> century. In *Getting Work*, Walter Licht writes that in 1860, 3 to 4 percent of all 13 year-olds worked; forty years later, "more than 20 percent of their numbers joined the work a day world".<sup>10</sup> The numbers for 14 year-olds went from 8 percent in 1860 to "more than 40 percent by the end of the century."<sup>11</sup> It was also noted that although the number of children working increased, the number of students at school did not decrease. "Most children by the turn of the century were either on the job or in the classroom, their options narrowed and defined."<sup>12</sup> Socioeconomic factors played an important part on whether a child was in school or at work. Licht reported that:

"Throughout the late nineteenth and early twentieth centuries, upwards of 70 percent of the thirteen- and fourteen-year-old sons and daughters of Philadelphia proprietors and professionals attended school; 50 percent of the children of that age group of skilled workers in the city had the good fortune of attending school; and only 40 percent of the young people whose fathers occupied unskilled positions could be found in the classroom."<sup>13</sup>

Similar figures were cited for children of different ages and from different backgrounds. Class seemed to be the defining factor as to whether a child worked or

went to school, not whether, for instance, your parents were native born or immigrants into the country.

The author asked why child labor grew during this time period and why school attendance did not become a more universal phenomenon. He explains that the economy played an important part in answering this question including the expansion of industrial production and increase in jobs. When the area was depressed in the 1870s, 1890s, and during the Great Depression of the 1930s, there was a drop in the numbers of children working. Another answer to this question was poverty and irregular work of the fathers. Children of poor families had a higher rate of participation in the workforce than children of wealthier families.

Which types of work were these children engaged in? Children were employed to do menial or unskilled types of work. They were able to get work through “family connections, personal connections, personal initiative or formal agencies or institutions.”<sup>14</sup> As we go into the 20<sup>th</sup> century, schools will play an increasingly important role for children getting their first jobs.

The large decline of child labor in the 1930s is attributed not only to economic decline but also the institution of the federal codes under the National Industrial Recovery Act of 1933 and the Fair Labor Standards Act of 1938, which prohibited employment of children under sixteen years of age.

#### National Child Labor Committee

The National Child Labor Committee (NCLC) was created by a group of social workers, teachers, writers, labor leaders, and businessmen who wanted to change child labor laws. The NCLC was formed in 1904 and was incorporated by an Act of Congress in 1907 for the purpose of “promoting the rights, awareness, dignity, well-being and education of children and youth as they relate to work and working.”<sup>15</sup> The NCLC used various methods to bring its message of the unhealthy condition in mines, factories, fields, homes and on city streets. The organization used a variety of pamphlets, newspapers and journal articles along with pictures to persuade the American public to join their mission of exposing child labor. The NCLC sought to sway public opinion by documenting the plight of children, by publishing photographs, and by conducting interviews.

Lewis Hines, a high school teacher living in New York (he was born in Wisconsin) became interested in photography to use in his classroom. He bought an early camera (magnesium flash powder) and eventually was hired by the NCLC to work as an inspector in the factories and mines throughout the country. His pictures brought the horrors of child labor to the breakfast tables of citizens and legislators throughout the country. Through his pictures, Americans saw the dangerous, unhealthy places that employed children who were bedraggled, emaciated, dirty, poor, and in many instances missing limbs such as fingers and arms. He was eventually kept from entering factories, mines, and other businesses once owners realized what he was doing and the impact of these photographs. In 1907, he began his campaign to document the plight of working children and these images can still be seen today. From 1907-1918, he recorded five thousand photographs for the NCLC on behalf of the Progressive reform movement. He spent these years traveling around the United States from the southern farmlands to New

England textile mills. He also spent time in Pennsylvania photographing children working in the anthracite regions of the state. The NCLC used these photographs in its campaign to end child labor in dangerous places such as textile mills, coalmines, glass factories, garment factories, etc. Eventually, union workers, legislators and associations such as the NCLC helped to successfully end child labor in America for children under eighteen in places considered dangerous and for children under sixteen in all industries. However, enforcing Pennsylvania child labor laws and even federal acts becomes an issue that took years to rectify. Even today, children work in family businesses, small shops, and homes throughout the country.

### Children Strike Back

Once unions were formed, it was not long before workers struck for shorter days and better pay. Young workers also joined these strikes and marched along with the adult workers. More children worked in industries in Pennsylvania than any other state.<sup>16</sup> Although state laws prohibited children under twelve from working, everyone knew that there was poor enforcement and critics claimed that Pennsylvania had the weakest child labor legislation. In 1903, at the Kensington mill district outside Philadelphia, mill workers wanted their weekly hours reduced from 60 to 55. At the time 16,000 children worked in mills in this area. The Kensington workers sent a delegation to the mill owners requesting this reduction in the workweek. The mill owners' refused and so on Monday morning, June 1, 1903, the mill workers struck and "nearly one hundred thousand workers, including sixteen thousand children, stayed home."<sup>17</sup>

Mary Harris Jones, better known as "Mother Jones," heard of the strike and went to Philadelphia on June 14<sup>th</sup>. By the third week, workers were growing anxious but the majority of the mill owners would not budge. They knew that the workers would eventually run out of money and have to come back to work. The owners just had to wait. Mother Jones, then 73 years old, took up the plight of labor after witnessing the railroad strike of 1877 where strikers were shot down by the militia. She devoted the rest of her life to labor and worked toward this end until she was almost 100 years old. On arriving to Philadelphia, she went to the union headquarters and was horrified at the condition of the striking children. She went to local newspaper reporters to find out why they were not covering or commenting on the strike and was told that many of the mill owners also owned stock in the newspapers so the reporters did not dare publish anything for fear of their jobs. She went to New York City to see if newspapers there would send reporters to cover a mass meeting that was being arranged at Independence Park in Philadelphia. The New York reporters agreed to cover the story.

On June 17<sup>th</sup>, Mother Jones joined more than six thousand children, some of whom were maimed or injured from their work, in a protest march. They marched past City Hall where city officials watched from their windows. "Mother Jones lifted two small boys onto a table and showed what machinery had done to their hands and fingers."<sup>18</sup> She also gave a speech in which she spoke out against the rich citizens of the city, who should be ashamed, telling the crowd, "Philadelphia's mansions [are] built on the broken bones, the quivering hearts, and drooping heads of these children."<sup>19</sup> The mill owners still wouldn't budge and after a time, news of the strike waned as other issues came to fore. Mother Jones then decided to march from Philadelphia to Oyster Bay on



Long Island where President Theodore Roosevelt and his family were spending the summer. On July 7<sup>th</sup>, after getting permission from union officials and parents of young workers, approximately 300 men, women, and children joined the march to New York.

Unfortunately, President Roosevelt would not meet with Mother Jones and a defeated group returned to Philadelphia after twenty-two days on the road. In August, the Kensington workers returned to work defeated, the owners having won because the hungry workers simply ran out of money. Six years later, Pennsylvania passed legislation raising the minimum working age to fourteen and setting the maximum work hours per week to fifty-eight.

What were African American children doing?

“In 1850, nearly 39 percent of all young black males in the labor force worked in skilled positions; by the end of the century upwards of 90 percent of young black men at work were engaged as unskilled laborers.”<sup>20</sup>

For black children and families, the story of labor in Philadelphia in the late 19<sup>th</sup> century and early 20<sup>th</sup> century was different. You can see it in Lewis Hine’s pictures. In the hundreds of photographs of children in textile mills and mines, there were not many, if any, any black children. Where were they, and what were they doing? In Philadelphia, Licht writes that black youngsters had the highest rates of school attendance in the early part of the twentieth century. It seems some black children were in school. We also know that blacks were not a part of the Philadelphia industrial system even though there were skilled workers who were trained in the South and migrated north.

Because of prejudice and discrimination, factory owners in Philadelphia did not employ black families. It was as simple as that. Even as far back as the 1850s, skilled blacks could not find work in their trades. In fact, a Quaker census, taken in the 1850s, “indicated that 40 percent of those blacks trained in specific crafts could not find work in their chosen trades.”<sup>21</sup>

Where did blacks find work? In 1896, W.E.B. DuBois was asked by the University of Pennsylvania to conduct a study of the conditions of Negro life in Philadelphia along with his duties as an assistant instructor. He found that most African-American children were at school or at home “to a far greater extent than American-born and immigrant white counterparts.”<sup>22</sup> The black families that worked were employed in domestic service. DuBois discovered that in his “survey of the seventh ward in Philadelphia in the 1890s...that 60 percent of all black working men and 90 percent of all black working women earned their livings as domestics.”<sup>23</sup> This was also true for young black workers as their work experience was in domestic service, an industry that they would probably stay in all of their lives. Unions were partly to blame for this situation, as blacks were not accepted into union memberships. The rise of immigrants in the late 19<sup>th</sup> and early 20<sup>th</sup> century only made matters worse. Tensions mounted as both groups sought the unskilled positions in the city. The end result was increased prejudice, discrimination and racism.

African American clergymen, social groups and eventually black businessmen helped black workers to find employment. As with most ethnic groups at the time,

family and personal relationships were the best ways to get a job. Irish liked to hire Irish, Polish liked to hire Polish and blacks liked to hire blacks, especially if they knew the families or friends of the applicant. The one exception mentioned was the Midvale Steel Company, which employed 4,000 black workers. Owners had many excuses for not hiring blacks; the most often cited excuse was that their current workers were not willing to work along side black people.

Since Philadelphia is recorded at the time as having the most African-Americans living in a city, it is a shame that citizens and leaders did not make the hiring of skilled and unskilled African-Americans a priority. After all, what was the point of educating a group of people that would never be able to find a job?

### Labor Laws in Pennsylvania

In 1903, *Charities Magazine* quoted arguments put forward to defeat a bill in the Georgia legislature to limit child labor to children over twelve years of age. The bill was defeated at the time but the arguments are worth repeating for further discussion.

“Child labor is rendered necessary by poverty through inheritance or misfortune, a cause which cannot be eradicated by law...Children are brought to the mills by their parents because the work is lighter, the pay is better, and they have better opportunities for improvement and enjoyment than on the farms. I appeal to the legislature and to the state on behalf of these people not to interfere with their privilege to work when and where they will. Georgia is suffering more from idleness than she is from ignorance. Instead of requiring that anyone who wants to work should bring a certificate that he had been to school, I would rather see a law requiring that any one who wished to be educated at public expense should bring a certificate showing that he had been at work.”<sup>24</sup>

The arguments put forth here can be echoed from state to state. At the same time child labor was discussed, educating children at the public’s expense was a hot issue in many state legislatures. Public opinion varied according to class, race and education. These and other pressing issues in the states held up laws that would change child labor. Industrialists wanted to continue the practice of child labor and families whose survival depended on their children’s wages agreed.

In 1849, Pennsylvania began addressing the issue of child labor and restricted children to ten hours per day and sixty hours per week. The legislation also restricted children under twelve from working in textile factories, but children under sixteen were permitted to work as long as they attended school at least three months per year. When the economy improved and the coal industry took off, parents who needed the income “exaggerated the age of their children.” Since the laws were poorly enforced, children as young as seven or eight worked in the breakers for about ten to twelve hours a day. The 1870 census continued to show that children were indeed working in mines and factories. By 1870, 11,000 children were reported working and by 1880, the number had doubled.

Finally, in 1887, the minimum age of twelve was mandated for any type of employment of children in coalmines, mills and factories. People were still not happy

and felt that children under sixteen should be restricted from all types of dangerous work. Enforcement continued to be a problem and parents continued to lie about their children's ages. One way of enforcing the restrictions was to enact a Compulsory Education Act, which mandated that children between the ages of eight and thirteen years old attend school for at least four months per year. This seemed to discourage child labor but did not eliminate it. In 1915, the Child Labor Law was enacted which restricted employment of children under certain ages and in certain industries to work by requiring employment certificates or work permits. The term minor was defined as a person less than eighteen years of age. Minors were restricted to the type of work and hours of work that they were allowed each week during the school year. School was considered mandatory and attendance could not be interfered with. Summer hours were less restrictive for minors but they were prohibited from working after 10 o'clock in the evening (7 o'clock during the school year) and before seven in the morning.

Minors were prohibited from working in any manufacturing or mechanical occupation or process, in any anthracite or bituminous coalmine or any other mine. Minors were also prohibited from working where alcoholic beverages were "distilled, rectified, compounded, brewed, manufactured, bottled, sold or dispensed; nor in a pool or billiard room...(Section 5 of the 1915 Pa. Child Labor Law)." With the Child Labor Law amendments of 1935, children fourteen and fifteen years old were permitted to work up to four hours per day and eighteen hours per week during the school year. They were allowed to work additional hours on the weekends. The restrictions to the type of labor such as mines, factories, and mills and working in establishments that produce or sell liquor, have not been relaxed for this age group. A copy of the Child Labor Law of 1915 is provided below.

On the Federal level, child labor laws were passed and then declared unconstitutional. Amendments were proposed and not ratified. Presidents such as FDR created acts and they were declared unconstitutional (National Industrial Recovery Act, 1933). Finally, in 1938, the Fair Labor Standards Act (FLSA) was passed which prohibited the employment of any child under the age of fourteen and children under sixteen while school is in session. It also established eighteen as the minimum age to work at trades considered dangerous or hazardous.

Child labor in America has a long history. Looking at the different sides of the argument, owners and parents versus the reformers, helps us to understand the issues that surrounded children working not only in dangerous work places but also to the detriment of their growth, health and well being. Today not only in America, but throughout the world, children continue to be exploited. Research can be suggested to students today to find places where laws are not being enforced and under aged children are working and not given the opportunity for an education.

## **OBJECTIVES**

This curriculum unit seeks to enlighten students about events and conditions in America in the mid to late 1800s through the early 1920s. The time period after the Civil War became known as the Gilded Age and the Progressive Era. The evolution of the

labor force from independent family units to laborers in large factory and business settings is an important part of America's history. Studying the changes in the labor force along with the economic conditions of immigrant families through pictures, literature, and debates will engage students and develop higher order thinking skills through discussion of primary sources.

Main objectives:

- To introduce the subject of child labor in America during the 1800s and early 1900s.
- To analyze historical primary documents.
- To analyze the political and social reforms in the early 1920s.
- To identify and explain conflict and cooperation among social groups and organization in American history.
- To identify and explain the political and cultural contributions of individuals and groups in Pennsylvania history.
- To assess understanding of the impact of child labor in Pennsylvania and the passing of the Child Labor Law of 1915.

## **STRATEGIES**

In fifth grade, students are exposed to American History chronologically for the first time. Standards for this year include explaining and analyzing historical sources. Students will study and respond to primary documents such as pictures, posters and advertisements. They will interpret and defend multiple points of view by debating the issue of age limits and work hours.

Students will analyze political and social reforms of the early 1900s and identify and describe reform groups such as the NCLC whose purpose was to reform child labor. They will be able to compare and contrast how child labor was reformed before and after the PA Child Labor Law of 1915 was passed and again when it was amended in 1935.

Students will also gain a perspective of the changes brought about in America by the Industrial Revolution and big business through notebook reflections and small and large group discussions.

## **CLASSROOM ACTIVITIES/LESSONS**

Lesson 1 – Introduction

Objective: To introduce child labor in America during the 1800s and early 1900s.

Procedure:

- Ask students what they believe children after the Civil War did each day. Did they work on the farms, go to school, or baby-sit while parents were working? How do they know what children were doing? Discuss the possibilities of what activities children spent most of their day doing.

- Explain that most children were working to help with the family's income. Begin a K-W-L chart on child labor to assess what students already know.
- Read excerpt from *The Breaker Boys*, page 134 to the top of page 138. This describes the breakers in detail from the noise and soot to the danger of children working in them.
- Ask where students think this story is taking place and elicit feelings from students about the selection.
- Have students record in their notebook what types of work they think children would be doing today if school were only available to wealthy children.
- Students share responses in small groups.

## Lesson 2 – Child Labor in Pictures

Objective – To analyze historical primary documents.

Procedure:

- Distribute pictures of child labor in Pennsylvania using Lewis Hine photographs in *Kids At Work: Lewis Hine and the Crusade Against Child Labor*. Pages 3, 48, 50 depict children working in mines of Pennsylvania. (Other pictures may be used showing children working in mills, canneries on the streets in New Jersey and New York).
- Ask students what they see in the pictures. Describe where the children are, what they are wearing, how old they think the children are, and if they can tell how the children are feeling. Give students time to respond and reflect on the pictures.
- Read from Lewis Hine's descriptions in the pages surrounding the numbered pictures above.
- Distribute copy of newspaper article on page 52, which reports that a lad fell to death in the Lee Mines. On the same page, Hine writes about an inquest following his death which eventually shows that the lad was only 9 ½ years old upon his death. His parents had lied about his age.
- Have students respond in their notebook what it might have been like to work in a coal mine.
- Students share responses in small groups

## Lesson 3 – National Child Labor Committee

Objective: To analyze the political and social reforms in the early 1920s.

Procedure:

- Define social reform and how it has played an important role in making positive social changes in America
- In the first chapter of *Lewis Hine & The National Child Labor Committee*, the authors give an in-depth account of the NCLC and its work. An outline should be created for students to read about and discuss their work.
- Distribute a copy of the exhibition panel by Lewis Hine on child labor on page 18.
- Discuss the message the panel is trying to convey to its audience – the difference between what public opinion demands and what public opinion allows.

- Ask students to respond in the notebook – what conditions today does public opinion allow and what conditions today does public opinion demand changes. Does public outcry make a difference?
- Students share responses with the class.

#### Lesson 4 – African American Children

Objective: Identify and explain conflict and cooperation among social groups and organization in American history.

Procedure:

- Ask students to look back at the photographs that have been studied so far. (Others can be copied from *Kids at Work* to make the point). What do they notice about the children? Discuss age, nationality, size, gender, etc. Ask what group is missing from the photographs.
- Read the excerpt from Kenneth B. Nunn, *The Child as Other*. (provided below) Ask for reactions and responses to the excerpt.
- Discuss immigration and the economy. The massive influx of immigrants along with discrimination played a role in the disparity in the jobs African Americans were able to secure.
- Ask how this conflict may have been solved. Look for public opinion and social reforms as possible answers.
- Ask students to respond in their notebooks to compare and contrast the life of an African American child in the 1880s versus life today.
- Students share their responses with the class.

#### Lesson 5 – Pennsylvania Child Labor Law

Objective: Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history.

Procedure:

- Begin a timeline of the history of the enactment of the Pennsylvania Child Labor Law of 1915 including restrictions and limitation on child labor before the law was passed.
- Discuss the obstacles that lead to the years it took for the law to finally be passed.
- Choose sections of the law that you would like to discuss and debate together with students as it is read out loud.
- Discuss the ease or difficulty in enforcing sections that you have chosen.
- Create a T-chart organizing the changes in child labor before and after the Child Labor Law of 1915.
- Ask students to respond in their notebooks what they feel the real issue of keeping children in the workforce (greed, profits, or shortage of laborers)
- Students share responses in small groups.

#### Lesson 6 – Assessment

Objective: To assess understanding of the impact of child labor in Pennsylvania and the passing of the Child Labor Law of 1915.

#### Procedure:

- Students review information, primary documents, notes and responses.
- Ask students to choose a side to debate the question of child labor reform.
- Explain to students that the year is 1914 in Philadelphia. The proposal for the Child Labor Act is being discussed. The debate is in progress. Owners, businessmen and parents whose children are currently working represent one side. They would like to see the current restrictions stay the same but feel they need to be strictly enforced. Members of the NCLC represent the other side in addition to people who want to see the Child Labor Act passed.
- Appoint a monitor who will allow the discussion to begin with arguments on age restrictions. Continue the discussion with arguments about time restrictions during the school year and in the summer.
- Ask students to respond in their notebook about how the debate clarified the issues surrounding child labor in the early 1900s.
- Ask students: Is there child labor today?

### **ANNOTATED BIBLIOGRAPHY**

#### Teacher's Annotated Bibliography:

- 1) Licht, Walter. Getting Work: Philadelphia, 1840-1950. University of Penn Press. Philadelphia, Pa. 1992. An examination of the labor force in Philadelphia including but not limited to the role of family in making economic decisions and the employment patterns and problems of young people.
- 2) Dublin, Thomas and Licht, Walter. The Face of Decline: The Pennsylvania Anthracite Region in the Twentieth Century. Cornell University Press. Ithaca, New York. 2005. A history of the anthracite coal region of Pennsylvania spanning the 20<sup>th</sup> century. This history includes interviews with miners and mining families, and the social, economic, and political impact of the industry as it declined.
- 3) Marten, James, Editor. Children in Colonial America. New York University Press, New York, NY, 2007. This book examines the role of children in colonial America and how the process of colonization shaped childhood, and how these experiences affected their lives.
- 4) Westerspoon Art Museum. Priceless Children: American Photographs 1890-1925. The University of North Carolina at Greensboro, Greensboro, NC, 2001. Photographs from several photographers and essays on childhood and child labor depicting the lives and conditions of children.
- 5) Freedman, Russell. Kids at Work – Lewis Hine and the Crusade Against Child Labor. Clarion Books, New York, NY, 1994. A study of Lewis Hine's photographs and the story of his travels around America in the early 1900s.

- 6) Scranton, Philip and Licht, Walter. Work Sights: Industrial Philadelphia 1890-1950. University Press, Philadelphia, PA, 1986. This book describes the history and conditions of mills, plants and workshops in Philadelphia including many photographs taken of the sights, laborers, and the final products.
- 7) Curtis, Verna Posever and Mallach, Stanley. Photography and Reform: Lewis Hine & the National Child Labor Committee. Milwaukee Art Museum, Milwaukee, Wisconsin, 1984. Using photographs of Lewis Hine, this book tells the story of the photographer and his work and child labor reform in America.
- 8) Nasaw, David. Children of the City: At Work and at Play. Anchor Press, Garden City, New York, 1985. This book chronicles children growing up in cities during the first few decades of the 20<sup>th</sup> century from their perspective.

#### Children's Annotated Bibliography:

- 1) Bartoletti, Susan Campbell. Kids on Strike. Houghton Mifflin Company, Boston, Massachusetts, 1999. After years of working long hours, children began organizing and making demands for better working conditions. This book uses first hand testimonies to describe conditions of the workplace in various parts of the country.
- 2) Cahn, Rhoda and William. No Time for School No Time for Play. Simon & Schuster, New York, NY, 1972. Beginning with the textile mills in New England, this story follows child labor from working in the sweatshops, factories, and mines to the eventual passing of child labor laws.
- 3) Holland, Ruth. Mill Child – The Story of Child Labor In America. The Macmillan Company, New York, NY, 1970. This book tells the story of child labor in America beginning with the development of machinery to the passing of child labor legislation.
- 4) Hughes, Pat. The Breaker Boys. Farrar Straus Giroux, New York, NY, 2004. This historical fiction account tells the story of the son of a local mine owner and his discovery of the conditions and oppression of the mining families.
- 5) Stein, R. Conrad. The Story of Child Labor Laws. A Cornerstone of Freedom Series. Children's Press, Chicago, IL. 1984. Beginning with the Pennsylvania mining industry, this story describes child labor and the struggle for reform.

#### Web Site Resources:

- 1) Child Labor in Pennsylvania, <http://www.phmc.state.pa.us/ppet/labor/page3.asp>.
- 2) Child Labor Law, Act of 1915, P.L. 286. No. 177, <http://dli.state.pa.us/landi/CWP/view.asp>.
- 3) The History Place, Child Labor in America 1908-1912, Photographs of Lewis W. Hine, <http://www.historyplace.com/unitedstates/childlabor/about.htm>.
- 4) The Progressive Era, Unit 5. Moments in Time Series. Glenco, A Division of



McGraw-Hill Companies, Peoria, IL. ISBN 0-07-861046-X. (Copyright: Time Incorporated), <http://www.socialstudies.glencoe.com>.

- 5) The University of Dayton School of Law. Race, Racism and the Law. [academic.udayton.edu/RACE/04NEEDS/child01.htm](http://academic.udayton.edu/RACE/04NEEDS/child01.htm). Article printed below.
- 6) National Child Labor Committee. [www.kapow.org/nclc.htm](http://www.kapow.org/nclc.htm) .

## **APPENDICES/STANDARDS:**

### Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening.

Students will have opportunities to read and understand essential content of informational texts and documents; use, understand and evaluate a variety of media; and use spoken, written, and visual language to accomplish their own purposes.

- 1.1 Listening to Read Independently (A, B)
- 1.2 Read Critically in all Content areas (A,B,C)
- 1.6 Speaking and Listening (A,D,E)
- 1.8 Research (A,B)

### Pennsylvania Academic Standards for History

Students will have opportunities to read and understand the political and cultural contributions of individuals and groups; use primary documents to evaluate writings, letters, diaries, newspapers and other works; understand how continuity and change have influenced history; understand how conflict and cooperation among social groups and organizations have affected our society.

- 8.1 Historical Analysis and Skill Development (A,B,C)
- 8.2 Pennsylvania History (A,B,C)

Excerpt to be used and copied in part for Lesson 4 from [academic.udayton.edu/RACE/04NEEDS/child01.htm](http://academic.udayton.edu/RACE/04NEEDS/child01.htm).

## **Kenneth B Nunn**

excerpted from: Kenneth B. Nunn, The Child as Other: Race and Differential Treatment in the Juvenile Justice System , 51 DePaul Law Review 679-714, 679-682 (Spring 2002)(205 Footnotes Omitted)

Adolescence may be described as a period of transition from childhood to adulthood, when those yet to become adults gain greater physical and mental abilities than children, but continue to lack the wisdom and judgment possessed by mature adults. This symposium has been given the title The End of Adolescence. Many of the articles in this volume focus on a growing trend to shorten the period of adolescence, or to eliminate it entirely. But

insofar as African American boys and girls are concerned, it is somewhat inaccurate to speak of an "end of adolescence." For to have an "end" suggests there was a "beginning," and there was no beginning of adolescence for African American youth. The concept of a group of young people who were entitled to special treatment because they were impetuous and immature was never extensive enough to include African American children.

Indeed, there was no "adolescence" as such in the United States until about 1830. Prior to that time, children were viewed as the property of their parents and were mainly valued as a source of cheap labor. One historian claims that "[i]n labor scarce America the services or wages of a child over ten was one of the most valuable assets a man could have." While adolescent children were valued, and perhaps even loved by their families, there was no social category that recognized their existence, and they had no political or social rights. This predominately materialistic view of childhood began to change in the early nineteenth century. Due to a variety of factors--increased wealth for the American white middle-class, increased urbanization, greater industrialization, and the rise of transcendentalist thought--new attitudes about children and society's obligation to them began to arise. By 1830, the view that childhood was a distinct stage of life committed to learning and development had come into vogue. As a consequence, white child labor became disfavored, and the first child labor laws were enacted.

When adolescence began for white children in 1830, African American children remained slaves. They, like African American adults, were property, and a much lower class of property than that to which white children were relegated prior to 1830. "[T]he idealization of white children that occurred in the 1830s did not affect [B]lack children at all." Black children who were living in slavery had no legal rights. Their connection to their family was not even respected. They could be separated from their parents and sold away whenever the slaveholder so desired. African American children's only socially recognized function was to work at hard labor for the economic benefit of whites. Even after the end of slavery, the social distinction between white and Black children remained. In fact, within a few years of the Civil War, Southern legislatures enacted "apprenticeship" statutes that allowed former slaveholders to force African American children back into virtual slavery. Although most apprenticeship statutes were repealed by the 1870s, African American children continued to work on farms and in factories in much greater numbers and at much greater risks than white children.

The different perception and treatment of African American children thus has deep historical roots in the United States. Indeed, the racial disparities in the vision of childhood is so glaringly apparent that it changes the nature of the research hypothesis of this symposium. The question for children of

African descent in the United States is not "why the end of adolescence," but rather "why never the beginning?" In this Article, I will address this revised research question by analyzing the way African American children are perceived in American culture at large. I argue that African American children are not afforded the same treatment as European American children, and consequently never enjoyed the benefits of adolescence because they are viewed differently by white society. African American children are viewed as children of "the other," and as "others," they may be treated in ways that would be unthinkable if white children were involved.

## Child Labor Law

### Act of 1915, P.L. 286, No. 177

#### AN ACT

To provide for the health, safety, and welfare of minors: By forbidding their employment or work in certain establishments and occupations, and under certain specified ages; by restricting their hours of labor, and regulating certain conditions of their employment; by requiring employment certificates or transferable work permits for certain minors, and prescribing the kinds thereof, and the rules for the issuance, reissuance, filing, return, and recoding of the same; by providing that the Industrial Board shall, under certain conditions, determine and declare whether certain occupations are within the prohibitions of this act; requiring certain abstracts and notices to be posted; providing for the enforcement of this act by the Secretary of Labor and Industry, the representative of school districts, and police officers; and defining the procedure in prosecutions thereunder, and establishing certain presumptions in relation thereto; providing for the issuance of special permits for minors engaging in the entertainment and related fields; providing penalties for the violation of the provisions thereof; and repealing all acts or parts of acts inconsistent therewith, further providing for entertainment, rehearsals, permits, applications and appeals; and providing for volunteer fire company activities. (Tit. amended Dec. 21, 1998, P.L. 1242, No. 158)

**Section 1.** Be it enacted, &c., That wherever the term "establishment" is used in this act, it shall mean any place within this Commonwealth where work is done for compensation of any kind, to whomever payable: Provided, That this act shall not apply to children employed on the farm, or in domestic service in private homes.

The term "person," when used in this act, shall be construed to include any individual, firm, partnership, unincorporated association, corporation, or municipality.

The term "week," when used in this act, shall mean seven consecutive days which may begin on any day of a week.

The term "minor," when used in this act, shall mean any person under eighteen years of age. Wherever the singular is used in this act the plural shall be included, and wherever the masculine gender is used the feminine and neuter shall be included.

(1 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 2.** No minor under sixteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment or in any occupation except that a minor between the ages of twelve and fourteen years may be employed as a caddy subject to the limitation that he or she carry not more than one golf bag at a time and for not more than eighteen holes of golf in any one day and except that a minor between the ages of fourteen and sixteen years may be employed as hereinafter provided in such work as will not interfere with school attendance: Provided, however, That nothing contained in this section shall be construed as superseding or modifying any provisions contained in section seven of the act to which this is an amendment.

(2 amended Oct. 4, 1978, P.L. 938, No. 182)

**Section 3.** (3 repealed July 19, 1935, P.L. 1335, No. 418)

**Section 4.** No minor under eighteen years of age shall be employed or permitted to work in, about, or in connection with any

establishment, or in any occupation, for more than six consecutive days in any one week, or more than forty-four hours in any one week, or more than eight hours in any one day: Provided, That messengers employed by telegraph companies at offices where only one such minor is employed as a messenger in which case such minor shall not be employed for more than six consecutive days in any one week, or more than fifty-one hours in any one week, or more than nine hours in any one day: And provided further, That no minor under eighteen years of age, who is enrolled in regular day school and working outside school hours, shall be employed or permitted to work for more than twenty-eight hours during a school week.

No minor under sixteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment or in any occupation before seven o'clock in the morning or after seven o'clock in the evening of any day except during school vacation period from June to Labor Day when such minor may work between the hours of seven o'clock in the morning and ten o'clock in the evening nor shall such minor who is enrolled in school and working outside school hours be employed or permitted to work in, about, or in connection with, any establishment or in any occupation more than four hours on a school day, or more than eight hours on any other day, or more than eighteen hours during a school week: Provided, That, students fourteen years of age and over whose employment is part of a recognized school-work program, supervised by a recognized school authority, may be employed for hours which, combined with the hours spent in school, do not exceed eight a day: And further provided, That minors over the age of fourteen may be employed in the distribution, sale, exposing or offering for sale, of any newspaper, magazine, periodical or other publication for not more than fifty-one hours in any one week, or more than nine hours in any one day, and after six o'clock in the morning and before eight o'clock in the evening: And further provided, That a minor under sixteen years of age employed on a farm by a person other than the farmer in the hatching, raising or harvesting of poultry may be employed or permitted to work until 10 o'clock in the evening as long as the minor is not working in an agricultural occupation declared hazardous by the United States Secretary of Labor.

No minor under eighteen years of age shall be employed or permitted to work for more than five hours continuously in, about, or in connection with, any establishment without an interval of at least thirty minutes for a lunch period and no period of less than thirty minutes shall be deemed to interrupt a continuous period of work.

No minor under eighteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment between the hours of twelve in the evening and six in the morning if such minor is enrolled in regular day school: Provided, That, minors sixteen and seventeen years of age may be employed until, but not after, one o'clock in the morning on Fridays and Saturdays, and on days preceding a school vacation occurring during the school year, excepting the last day of such vacation period.

Notwithstanding any other provision of this section, a minor who is sixteen or seventeen years of age who is employed during the months of June, July, August or September by a summer resident camp or a conference or retreat operated by a religious or scout organization shall receive one day of rest (twenty-four consecutive hours of rest) during every seven-day period: Provided, That this paragraph shall not apply to a minor employed primarily for general maintenance work or food service activities.

(4 amended Oct. 4, 1989, P.L. 584, No. 62)

**Section 5.** No minor under sixteen years of age shall be employed or permitted to work in, about, or in connection with, any manufacturing or mechanical occupation or process; nor on scaffolding; nor in heavy work in the building trades; nor in stripping or assorting tobacco; nor in any tunnel; nor upon any railroad, steam, electric or otherwise; nor upon any boat engaged in the transportation of passengers or merchandise; nor in operating motor-vehicles of any description; nor in any anthracite or bituminous coal-mine, or in any other mine.

No minor under eighteen years of age shall be employed or permitted to work in the operation or management of hoisting machines, in oiling or cleaning machinery, in motion; at switch-tending, at gate-tending, at track-repairing; as a brakeman, fireman, engineer, or motorman or conductor, upon a railroad or railway; as a pilot, fireman, or engineer upon any boat or vessel; in the manufacture of paints, colors or white lead in any capacity; in preparing compositions in which dangerous leads or acids are used; in the manufacture or use of dangerous or poisonous dyes; in any dangerous occupation in or about any mine; nor in or about any establishment wherein gunpowder, nitroglycerine, dynamite, or other high or dangerous explosive is manufactured or compounded: Provided, That minors age fourteen and over may operate power lawn mowing equipment: And provided further, That such minors may be employed in bowling centers as snack bar attendants, porters, control desk clerks and scorer attendants: And provided further, That such minors may work where such chemicals, compounds, dyes and acids are utilized in the course of experiments and testing procedures, in such circumstances and under such conditions and safeguards as may be specified by rule or regulations of the Department of Labor and Industry. (Par. amended Oct. 4, 1989, P.L. 584, No. 62)

No minor under eighteen years of age shall be employed or permitted to work in, about, or in connection with, any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold, or dispensed; nor in a pool or billiard room: Provided, That male or female minors sixteen years of age and over may be employed and permitted to work that part of a motel, restaurant, club or hotel in which liquor or malt or brewed beverages are not served: And, provided further, That minors sixteen years of age and over may be employed to serve food, clear tables and perform other duties, not to include the dispensing or serving of alcoholic beverages, in any licensed establishment whose sales of food and nonalcoholic beverages are equal to forty per cent or more of the combined gross sales of both food and alcoholic beverages. Before employing any minor sixteen years of age and over, any establishment licensed by the Liquor Control Board shall furnish to the school district official authorized to issue employment certificates a certification that, for a period of not less than ninety consecutive days during the twelve months immediately preceding the date of application, the sales of food and nonalcoholic beverages by the employer at the licensed premises were equal to or exceeded forty per cent of the combined gross sales of food, nonalcoholic and alcoholic beverages in conformity with the requirements set forth in Regulation 141 of the Liquor Control Board governing the sale of alcoholic beverages on Sunday. Nothing in this section should be construed as prohibiting minors fourteen and fifteen years of age to be employed at ski resorts, golf courses and amusement parks as long as they are not permitted to serve or handle

alcoholic beverages and as long as they do not work in any room in which alcohol is being served or stored. (Par. amended Dec. 15, 1999, P.L. 946, No. 67)

No minor shall be employed or permitted to serve or handle alcoholic liquor in any establishment where alcoholic liquors are sold or dispensed; nor be employed or permitted to work in violation of the laws relating to the operation of motor vehicles by minors.

In addition to the foregoing, it shall be unlawful for any minor under eighteen years of age to be employed or permitted to work in any occupation dangerous to the life or limb, or injurious to the health or morals, of the said minor, as such occupations shall, from time to time, after public hearing thereon, be determined and declared by the Industrial Board of the Department of Labor and Industry: Provided, That if it should be hereafter held by the courts of this Commonwealth that the power herein sought to be granted to the said board is for any reason invalid, such holding shall not be taken in any case to affect or impair the remaining provisions of this section.

(5 amended Aug. 23, 1961, P.L. 1107, No. 494)

*Compiler's Note:* Section 12(a) of Act 80 of 1988 provided that section 5 is repealed insofar as it is inconsistent with that act.

*Compiler's Note:* Section 3 of Act 83 of 1975 provided that section 5 is repealed insofar as it is inconsistent with that act.

**Section 6.** No minor shall be permitted to work as messenger for a telephone, telegraph, or messenger company, in the distribution, collection, transmission, or delivery of goods or messages, before six o'clock in the morning or after eight o'clock in the evening of any day.

**Section 7.** No minor under eleven years of age, shall distribute, sell, expose, or offer for sale any newspaper, magazine, periodical, or other publication, or any article of merchandise of any sort, in any street or public place. No minor under fourteen years of age, shall be suffered, employed, or permitted to work at any time as a scavenger, bootblack, or in any other trade or occupation performed in any street or public place. No minor under sixteen years of age, shall engage in any occupation mentioned in this section before five o'clock in the morning, or after eight o'clock in the evening, of any day.

(7 amended Dec. 16, 1992, P.L. 1202, No. 154)

**Section 7.1.** (a) The Department of Labor and Industry is hereby authorized to issue special permits for the employment of minors seven and under eighteen years of age in theatrical productions, musical recitals or concerts, entertainment acts, modeling, radio, television, motion picture making, or in other similar forms or media of entertainment in Pennsylvania where the performance of such minor is not hazardous to his safety or well-being, except as follows:

(1) No such minor shall be permitted to perform after the hour of eleven-thirty in the evening.

(2) No such minor shall be permitted to perform in any place or establishment where alcoholic beverages are sold or dispensed.

(3) No such minor shall be permitted to perform in a boxing, sparring or wrestling match or exhibition or in an acrobatic or other act, performance or exhibition hazardous to his safety or well-being.

(4) No such minor shall appear in more than two performances in any one day nor in more than eight performances in any one week.

(a.1) In addition to any permit authorized by subsection (a), the department shall be authorized to issue special permits for the temporary employment of minors as part of the performing cast in the production of a motion picture, if the department determines that adequate provision has been made for the educational instruction, supervision, health and welfare of the minor. Unless the department determines that more restrictive conditions are necessary, special permits authorized by this subsection shall authorize minors to work as part of the performing cast for forty-four hours in any one week and eight hours in any one day. Time spent on the set or on location while on call shall be excluded from any calculation of the maximum number of hours authorized by this subsection if the department determines that adequate provision has been made for the child's education, supervision and welfare during such intervals. The department may restrict the number of hours which may be spent on call by the minor. The department may waive, in whole or in part, restrictions contained in this act and in any other act, on the time of day or night allowed for engaging in the employment authorized by this subsection, if the department determines that such waiver is necessary to preserve the artistic integrity of the motion picture and further determines that such waiver will not impair the educational instruction, supervision, health and welfare of the minor. Special permits authorized by this subsection shall be valid for a period of time not to exceed six months. An issued permit shall state that no minor, allowed under the permit to be temporarily employed, may be allowed on a set during, or may otherwise watch, the filming or rehearsal for filming of any sexual act. Nothing in this section shall be construed to supersede or repeal in part 18 Pa.C.S. §5903 (relating to obscene and other sexual materials) or 6312 (relating to sexual abuse of children).

((a.1) amended Dec. 21, 1988, P.L. 1908, No. 192)

(a.2) A special permit shall not be required under this section for a minor who participates in a nonprofit, educational, theatrical production if there is informed, written consent of a parent or guardian; if the participation is for a period of no more than fourteen consecutive days; if the participation is not during school hours; and if the minor receives no direct or indirect remuneration. All other existing limitations of this section shall remain applicable.

((a.2) added Dec. 21, 1998, P.L. 1242, No. 158)

(b) Rehearsals for performances as set forth in this section shall be permitted, providing the length of time and hours of starting and finishing such rehearsals added to performance duties are not such as to be injurious or harmful to the minor. Rehearsal time, if any, expected and the hours of starting and finishing same shall be set forth in the application as provided in this section, and the special permit issued shall state what rehearsal time is permissible.

(c) Nothing in this section shall be deemed to supersede or repeal any provisions of this act unless and until such special permit is issued for any such performance or series of performances.

(d) Application forms shall be in such form as shall be provided by the Department of Labor and Industry. Such forms shall be signed by both the employer of the minor and the parent or guardian of the minor, and shall contain the seal of a notary public and a statement that the facts as set forth in the application are true and correct. The application shall state what provisions are in effect to provide for the minor's educational instruction, supervision, health and welfare and the safeguarding and conservation for the minor of the moneys derived from such performances. No special permit shall be issued for any performance where there is no adequate provision for such educational instruction, supervision, health and welfare and the safeguarding and conservation for the minor of the moneys derived from such performances.

(e) Appeals of any decision under this section made by the Department of Labor and Industry shall be to the Industrial Board which will hold a hearing on same.

((e) repealed in part Apr. 28, 1978. P.O. 202, No. 53)

(7.1 added Aug. 23, 1961, P.L. 1107, No. 494)

*Compiler's Note:* The acts of Jan. 6, 1970, 1969 P.L. 434, No. 185 and July 31, 1970, P.L. 673, No. 233, vested the jurisdiction of the courts named therein in the Commonwealth Court. The act of June 30, 1988, P.L. 475, No. 80 repealed this section insofar as it is inconsistent with that act.

**Section 7.2.** Any minor of the age of seventeen years who is a high school graduate or who is declared to have attained his academic potential by the chief administrator of the school district wherein he resides shall, for the purposes of this act, be deemed to be a minor of the age of eighteen years.

(7.2 added Apr. 25, 1968, P.L. 99, No. 49)

**Section 7.3.** Minor Volunteer Fire Company, Volunteer Ambulance Corps, Volunteer Rescue Squads and Volunteer Forest Fire Crew Member Activities.

(a) Minors who are members of a volunteer fire company and volunteer forest fire crew may participate in training and fire-fighting activities as follows:

(1) Drivers of trucks, ambulances or other official fire vehicles must be eighteen years of age.

(2) Minors sixteen and seventeen years of age who have successfully completed a course of training equal to the standards for basic fire-fighting established by the Department of Education and the Department of Environmental Resources, may engage in fire-fighting activities provided that such minors are under the direct supervision and control of the fire chief, an experienced line officer or a designated forest fire warden.

(3) No person under eighteen years of age shall be permitted to

(i) operate an aerial ladder, aerial platform or hydraulic jack,

(ii) use rubber electrical gloves, insulated wire gloves, insulated wire cutters, life nets or acetylene cutting units,

(iii) operate the pumps of any fire vehicle while at the scene of a fire, or

(iv) enter a burning structure.

(b) The activities of minors under sixteen years of age shall be limited to:

- (1) Training.
- (2) First aid.
- (3) Clean-up service at the scene of a fire, outside the structure, after the fire has been declared by the fire official in charge to be under control.
- (4) Coffee wagon and food services.

(c) In no case, however, shall minors under sixteen years of age be permitted to:

- (1) Operate high pressure hose lines, except during training activities;
- (2) Ascend ladders, except during training activities; or
- (3) Enter a burning structure.

(d) All other activities by minors who are members of a volunteer fire company or a volunteer forest fire crewman shall be permissible unless specifically prohibited by this act.

(e) No rule or regulation of any State agency concerning minor volunteer firemen shall be adopted or promulgated except by amendment to this act.

(f) All other existing provisions of this act and the regulations promulgated thereunder affecting the employment of minors shall be applicable in all cases, including the requirements for employment certificates and the limitations on hours of employment: Provided, That a minor sixteen or seventeen years of age who is a member of a volunteer fire company who answers a fire call while lawfully employed and continues in such service until excused by the one acting as chief of that fire company shall not be considered in violation of this act for any part of the period so occupied: And further provided, That a minor who is fourteen or fifteen years of age, who is a member of a volunteer fire company and who performs the training or fire-fighting activities permitted for such minor under the provisions of this act between the hours of seven o'clock in the evening and ten o'clock in the evening before a day of school with written parental consent shall not be considered in violation of this act.

(g) Any minor who is a member of a volunteer ambulance corps or rescue squad may participate in training and any other activity as provided by regulations adopted by the Department of Labor and Industry but in any case, drivers of all ambulances or other official ambulance corps or rescue squad vehicles must be eighteen years of age.

(7.3 amended Dec. 21, 1998, P.L. 1242, No. 158)

**Section 7.4.** No minor under fourteen years of age may be employed on a farm by a person other than the farmer.

(7.4 added Oct. 4, 1989, P.L. 584, No. 62)

**Section 8.** (a) Before any minor under eighteen years of age shall be employed, permitted or suffered to work in, about, or in connection with, any establishment, or in any occupation, the person employing such minor shall procure and keep on file, and accessible to any attendance officer, deputy factory inspector, or other authorized inspector or officer charged with the enforcement of this act, an employment certificate as hereinafter provided, issued for said minor.

(b) Any minor who has reached the age of sixteen may receive a transferable work permit instead of an employment certificate from the appropriate issuing official. All transferable work permits shall be valid for the entire period the minor is eligible for work and is under the age of eighteen. The employer shall ensure that the minors have valid transferable work permits in accordance with sections 17 and 17.1.

(8 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 9.** Employment certificates shall be issued only by the following officials, for children residing within their respective public school districts: In public school districts having a district superintendent or supervising principal, by such superintendent or supervising principal; in school districts having no district superintendent or supervising principal, by the secretary of the board of school directors of that district: Provided, That any district superintendent, supervising principal, or secretary of the board of school directors, hereby authorized to issue such certificates or transferable work permits, may authorize and deputize, in writing, any other school official to act in his stead for the purpose of issuing such certificates.

(9 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 10.** Application for the employment certificate must be made by the parent, guardian, or legal custodian of the minor for whom such employment certificate or transferable work permit is requested; or, if said minor have no parent, guardian, or legal custodian, then by the next friend, who must be over eighteen years of age. In lieu of the personal appearance of the parent, guardian, legal custodian, or next friend of the minor, such person may execute a statement before a notary public or other person authorized to administer oaths attesting to the accuracy of the facts set forth in the application on a form prescribed by the Department of Education, which statement shall be attached to the application. No employment certificate shall be issued until the said minor has personally appeared before, and been examined by, the officer issuing the certificate, except that where the applicant is a graduate of an accredited high school and exhibits official proof of such graduation, no personal appearance or countersigned application shall be required.

(10 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 11.** Employment certificates shall be of two classes: general employment certificates and vacation employment certificates. General employment certificates shall entitle a minor, sixteen to eighteen years of age, to work during the entire year. Vacation employment certificates shall entitle a minor, twelve to fourteen years of age to work as a caddy and a minor, fourteen to eighteen years of age to work, as herein provided, on any day, except at such times, on such days as such minor is required to attend school, under the provisions of the laws now in force or hereafter enacted: Provided, however, That any minor over sixteen years of age employed in the distribution, sale, exposing or offering for sale, of any newspaper, magazine, periodical or other publication, shall not be required to procure an employment certificate or transferable work permit under this act.

(11 amended Sept. 27, 1984, P.L. 714, No. 152)

**Section 12.** The official authorized to issue a general or a vacation employment certificate or transferable work permit shall not issue such certificate or transferable work permit until he has received, examined, approved, and filed the following papers, namely:

(a) For a general employment certificate or vacation employment certificate, a statement signed by the prospective employer, or by someone duly authorized on his behalf, stating that he expects to give such minor present employment, and setting forth the character of the same, and the number of hours per day and per week which said minor will be employed: Provided, That the requirements of this subsection are not applicable to transferable work permits;

(b) A certificate of physical fitness, as hereinafter provided;

(c) Proof of age as hereinafter provided, except that when such proof of age is an official document or record of the Commonwealth or government of another state or governmental subdivision thereof, it need not be filed if the officer issuing the certificate or transferable work permit shall record such information as may be necessary to enable the document or record to be located at the place where it is filed. When proof of age is other than an official document or record of the Commonwealth or government of another state or governmental subdivision thereof, a photostatic copy thereof may be filed in lieu of the original: Provided, however, That such photostatic copy shall be certified to by the officer issuing the employment certificate or transferable work permit.

(12 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 13.** (13 repealed July 19, 1935, P.L. 1335, No. 418)

**Section 14.** The certificate of physical fitness required by this act shall state that the minor has been thoroughly examined by the said examining physician, certified nurse practitioner, or certified registered nurse practitioner at the time of the application for an employment certificate or within the previous three hundred sixty-five days, and is physically qualified for employment subject only to any limitations on duties as may be specified by the examiner on the certificate. In any case where the said physician, certified nurse practitioner, or certified registered nurse practitioner shall deem it advisable, he may issue a certificate of physical fitness for the limited time; at the expiration of which time the holder shall again appear, and submit to a new examination before being permitted to continue at work. Except as hereinafter provided, in a school district of the first, second, or third class the physical examination of a minor provided for by this act shall be made by a physician, certified nurse practitioner, or certified registered nurse practitioner employed by the board of school directors of the school district in which such minor resides, and in a district of the fourth class by a physician, certified nurse practitioner, or certified registered nurse practitioner appointed by the State Department of Health and the certificate of physical fitness provided for by this act shall be signed by said physician, certified nurse practitioner, or certified registered nurse practitioner, and no fee or other compensation for such service shall be required to be paid by such minor or by his parent or guardian: Provided, however, That any minor may, at his own expense, have the physical examination provided for by this act made and the certificate of physical fitness signed by his family physician, as defined in section 1401 of the Public School Code of 1949, and its amendments. Any physical examination required by this act to be accomplished as a condition of employment which would be equal to or more comprehensive than the standard examination given by the school physician, certified nurse practitioner, or certified registered nurse practitioner or family physician will be deemed to meet the requirements of this section, and the certificate of physical fitness may be signed by the physician designated by the prospective employer to perform such examination. For the purposes of this section, "certified nurse practitioner" shall mean a certified school nurse who is a graduate of a nurse practitioner program which has been approved by the Department of Health



School Nurse Advisory Committee, or a certified registered nurse practitioner who has been approved by the State Board of Nurse Examiners of the Department of State.

(14 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 15.** The evidence of age required by section twelve of this act shall consist of one of the following proofs of age, which shall be required in the order herein designated:

(a) A duly attested transcript of the birth certificate, filed according to law with a register of vital statistics, or other officer charged with the duty of recording birth; or,

(b) A baptismal certificate or transcript of the record of baptism, duly certified, and showing the date of birth; or,

(c) A passport showing the age of the immigrant; or,

(d) In case none of the aforesaid proofs of age shall be obtainable, and only in such case, the issuing officer may accept, in lieu thereof, any other documentary record of age (other than a school record or an affidavit of age), or transcript thereof, duly certified, which shall appear to the satisfaction of the issuing officer to be good and sufficient evidence of age; or,

(e) In case none of the aforesaid proofs of age shall be obtainable, and only in such cases, the issuing officer may accept, in lieu thereof, the signed statement of the physician, approved by the Board of School Directors, stating that, after examination, it is the opinion of such physician that the minor has attained the age required by law for the occupation in which he expects to engage. Such statement shall be accompanied by an affidavit, signed by the minor's parent, guardian, or custodian, or, in case he shall have no parent, guardian, or custodian, by his next friend, certifying to the name, date, and place of birth of the minor, and that the parent, guardian, custodian, or next friend, signing such statement, is unable to produce any of the proofs of age specified in the preceding subdivisions of this section.

**Section 16.** (16 repealed July 19, 1935, P.L. 1335, No. 418)

**Section 17.** (a) All employers shall require the minor to have a valid employment certificate or transferable work permit prior to the commencement of employment. A transferable work permit shall remain in the custody of the minor.

(b) It shall be the duty of every person who shall employ any minor possessing a general or vacation employment certificate to acknowledge, in writing, to the official issuing the same, the receipt of the employment certificate of said minor, within five days after the beginning of such employment. On termination of the employment of any such minor the general employment certificate or vacation employment certificate issued for such minor shall be returned by mail, by the employer, to the official issuing the same, immediately upon demand of the minor for whom the certificate was issued, or otherwise, within five days after termination of said employment. The official to whom said certificate is so returned shall file said certificate and preserve the same. Any minor whose employment certificate has been returned, as above provided, shall be entitled to a new employment certificate upon presentation of a statement from the prospective employer, as hereinabove provided.

(17 amended Dec. 21, 1988, P.L. 1908, No. 192)

**Section 17.1.** (a) Any employer employing a minor having a transferable work permit shall, within five days of commencement of such employment, provide the school district issuing that permit with the following information in writing:

- (1) The permit number.
- (2) The name and age of the minor employe hired.
- (3) The number of hours per day and week such minor employe will be employed.
- (4) The character of the employment.

(b) An employer employing minors having transferable work permits shall maintain a record of minors at the work site which contains, for each minor, the name of school district issuing the permit, the minor's birthday, the date of issue of the permit, the permit number, and the occupation in which the minor is engaged. A photocopy of the transferable work permit may be used as a record for the information contained on that permit: Provided, however, That the employer record the occupation in which the minor is engaged on such photocopy.

(c) In addition, upon termination of the employment of such minor, the employer shall, within five days, notify in writing the issuing school district of the fact employment has been terminated.

(d) The school district shall maintain for two years the records required to be filed by employers under subsection (a).

(17.1 amended Dec. 2, 1988, P.L. 1908, No. 192)

**Section 18.** (a) All employment certificates shall be issued on forms supplied by the Secretary of Education, and shall contain the name, sex, date, and place of birth, place of residence, color of hair and eyes, and any distinguishing physical characteristics or physical limitations of the minor for whom it shall be issued. It shall certify that the minor named has personally appeared before the issuing officer, and has been examined; and that all the papers required by law have been duly examined, approved and filed; and that all the conditions and requirements for issuing an employment certificate have been fulfilled. Every certificate shall be signed, in the presence of the issuing officer, by the minor for whom it shall be issued. The certificate shall bear a number, shall show the date of its issue, and shall be signed by the issuing officer. Vacation employment certificates shall be of a color different from the general employment certificates, and shall bear across their face the legend "Vacation Employment Certificate."

(b) All transferable work permits shall be issued on wallet sized forms supplied by the Secretary of Education and shall state the name, sex, date and place of birth, place of residence, color of hair and eyes, and any distinguishing physical characteristics or physical limitations of the minor for whom it shall be issued. It shall certify that the minor named has personally appeared before the issuing officer and has been examined; and that all the papers required by law have been duly examined, approved and filed; and that all the conditions and requirements for issuing a transferable work permit have been fulfilled. Every transferable work permit shall be signed, in the presence of the issuing officer, by the minor for whom it shall be issued. The transferable work permit shall bear a number, shall show the date of its issue and shall be signed by the issuing officer. Transferable work permits shall be of a color different from general and vacation employment certificates and shall bear across their face the legend "Transferable Work Permit."

(18 amended Dec. 21, 1988, P.L. 1908., No. 192)

**Section 18.1.** The Department of Labor and Industry shall have the power to prescribe rules and regulations to carry out the intent of this act. Such rules and regulations shall be approved by the Industrial Board.

(18.1 added Aug. 23, 1961, P.L. 1107, No. 494)

*Compiler's Note:* The act of June 30, 1988, P.L. 475, No. 80 repealed this section insofar as it is inconsistent with that act.

**Section 19.** (19 repealed July 19, 1935, P.L. 1335, No. 418)

**Section 20.** Whenever the State Superintendent of Public Instruction cannot secure effective enforcement of the foregoing provisions of this act, in any school district, he is hereby authorized and required to secure such enforcement by appointing attendance officers in such districts. The salary and expenses of such attendance officers shall be a charge against said district where said attendance officers are actually employed, and shall be deducted from any State moneys apportioned to said district for school purposes.

(20 amended Aug. 13, 1963, P.L. 688, No. 366)

**Section 21.** It shall be the duty of every person who shall employ any minor, under the age of eighteen years, to post and keep posted, in a conspicuous place in every establishment wherein said minor is employed, permitted or suffered to work, a printed abstract of the sections of this act relating to the hours of labor, and a list or lists of all minors employed under the age of eighteen years and a schedule of the hours of labor of such minors. The schedule of hours of labor herein required shall contain the name of the minor employed or permitted to work, the maximum number of hours such minor shall be required or permitted to work on each day of the week with the total for the week, the hours for commencing and stopping work, and the hours when the time allowed for meals shall begin and end for each day of the week. Such minor may begin work after the time for beginning and stop before the time for ending work stated in such schedule, but he shall not otherwise be employed or permitted to work in or in connection with any establishment except as stated in such schedule: Provided, however, That in the case of messengers employed by telegraph companies, such schedule may be varied in accordance with business on hand so long as a minor is not employed a greater number of hours per day or per week than permitted by this act. Such copies of the abstracts of this act and blanks for compliance with its provisions shall be prepared by the Department of Labor and Industry, and be furnished by it on application of such employer. Every person employing minors under eighteen years of age shall furnish the employment certificates or transferable work permits and lists provided for in this act, for inspection, to attendance officers, factory inspectors, or other authorized inspectors or officers charged with the enforcement of this act.

(21 amended Sept. 27, 1984, P.L. 714, No. 152)

**Section 22.** Whenever any minor shall be employed or permitted to work in any establishment or at any occupation, who, in the judgment of any officer charged with the enforcement of this act, is under the legal age for such work, or is working at a time forbidden by law for such minor; or whenever any minor shall be employed or permitted to work in, or in connection with, any establishment, who, in the judgment of any officer charged with the enforcement of this act, is under eighteen years of age, and for whom the person employing or permitting such minor to work shall not have on file an employment certificate or transferable work permit; such officer may demand from the person employing or permitting such minor to work that he shall either furnish to such officer, within ten days, evidence of age, as defined in section fifteen of this act, that such minor is in fact of legal age for the work in which he is engaged, or over, or eighteen years of age or over, as the case shall be, or shall cease to employ or permit

such minor to work as aforesaid: Provided, That such person, by thus ceasing to employ or permit such minor to work, shall not be relieved from any of the fines or penalties provided in this act for the employment or work of a minor contrary to law. In case such person shall fail to furnish to said officer, within ten days after the making of such demand, the required evidence of age, and shall thereafter employ such minor or permit him to work as aforesaid, proof of the making of such demand and of failure to produce the evidence required shall be prima facie evidence of the illegal employment of such minor, in any prosecution brought therefor.

(22 amended Sept. 27, 1984, P.L. 714, No. 152)

**Section 23.** Any person, or any agent or manager for any person, who shall violate any of the provisions of this act, or who shall compel or permit any minor to violate any of the provisions of this act, or who shall hinder or delay any officer in the performance of his duty in the enforcement of this act, shall, upon conviction thereof, be sentenced to pay a fine, for a first offense, of not less than two hundred (\$200.00) dollars nor more than four hundred (\$400.00) dollars, and, on a subsequent offense, to pay a fine of not less than seven hundred fifty (\$750.00) dollars nor more than one thousand five hundred (\$1,500.00) dollars, or to undergo an imprisonment of not more than ten days, or both, at the discretion of the court.

(23 amended Dec. 15, 1999, P.L. 946, No. 67)

**Section 24.** It shall be the duty of the Secretary of Labor and Industry, the chief school administrators, home and school visitors, attendance officers, and secretaries of boards of school directors of the various school districts or joint school systems, and the police of the various cities, boroughs, and townships of this Commonwealth, to enforce the provisions of this act. Prosecutions for violations of this act may be instituted by any duly authorized representative of the Department of Labor and Industry, chief school administrator, home school visitor, attendance officer, secretary of a board of school directors, or police officer, upon oath or affirmation. All prosecutions for violations of this act shall be in the form of summary criminal proceedings, instituted before a magistrate, alderman, or justice of the peace within the county wherein the offense was committed. Upon conviction, after a hearing, the sentences provided in this act shall be imposed. All fines collected under this act shall be paid into the State Treasury, for the use of the Commonwealth.

(24 amended Aug. 23, 1961, P.L. 1107, No. 494)

**Section 24.1.** This act shall be known and may be cited as the "Child Labor Law."

(24.1 added Aug. 23, 1961, P.L. 1107, No. 494)

**Section 25.** All acts and parts of acts inconsistent herewith be, and the same are hereby, repealed.

**Section 26.** This act shall take effect on the first day of January, Anno Domini nineteen hundred and sixteen (1916)

## End Notes:

<sup>1</sup> Helena M. Wall. "My Constant Attention on My Sick Child". *Children in Colonial America*, (New York University, 2007), 164.

<sup>2</sup> Rhoda and William Cahn. *No Time for School No Time for Play*. (Julian Messner, New York, 1972), 22.

<sup>3</sup> Ruth Holland. *Mill Child-The Story of Child Labor in America*. (MacMillian Company, New York, 1970), 86.

<sup>4</sup> Holland, 87.

<sup>5</sup> Holland, 88.

<sup>6</sup> Holland, 80.

<sup>7</sup> Thomas Dublin and Walter Licht. *The Face of Decline*. (Cornell University Press, New York, 2005), 40.

<sup>8</sup> Dublin and Licht, 41.

<sup>9</sup> Dublin and Licht, 41.

<sup>10</sup> Walter Licht. *Getting Work*.( Harvard University Press, 1992), 19.

<sup>11</sup> Licht, 20.

<sup>12</sup> Licht, 20.

<sup>13</sup> Dublin and Licht, 24.

<sup>14</sup> Licht, 31.

<sup>15</sup> National Child Labor Committee, [www.kapow.org/nclc.htm](http://www.kapow.org/nclc.htm), 1.

<sup>16</sup> Susan Campbell Bartoletti. *Kids on Strike!* (Houghton Mifflin Company, New York, 1999), 112.

<sup>17</sup> Bartoletti, 100.

<sup>18</sup> Bartoletti, 133.

<sup>19</sup> Bartoletti, 113.

<sup>20</sup> Licht, 20.

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<sup>21</sup> Licht, 48.

<sup>22</sup> Licht, 44.

<sup>23</sup> Licht, 48.

<sup>24</sup> The Progressive Era-Unit 5, *Moments in Time*, (Glenco, Illinois), 1.