Section XIV: The Industrial Revolution, Classical Economics, and Economic Liberalism

Contemporary Civilization (Ideas and Institutions of Western Man)

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5. Some Social Effects of the Industrial Revolution

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5. Some Social Effects of the Industrial Revolution

Abstract
The demands made by industrialization upon the worker were often severe, whether in England or France, Russia or the United States. He had to give up the somewhat desultory habits of work which had usually sufficed him and his ancestors from the beginnings of time. Significantly enough, one of Arkwright's first steps after establishing his factory was to draw up a code of discipline designed to keep his employees steadily on the job. The worker also gave up the ownership of his tools, if he had not already done so under the domestic system, and was thus left a proletarian, with nothing to bring the employer but his labor. This was an asset which afforded him little in the way of bargaining power, especially as the employers began using women and children, the latter in England often recruited from nearby orphanages as an alternative source of cheap labor.

Keywords
Contemporary Civilization, Industrialization, Industrial Revolution, Low Wages, Child Labor, Worker Safety, Working Conditions, Workers Unions, Supply and Demand, Factory Workers, Slums

Disciplines
History | Labor History | Social History | Women's History

Comments
This is a part of Section XIV: The Industrial Revolution, Classical Economics, and Economic Liberalism. The Contemporary Civilization page lists all additional sections of Ideas and Institutions of Western Man, as well as the Table of Contents for both volumes.

More About Contemporary Civilization:
From 1947 through 1969, all first-year Gettysburg College students took a two-semester course called Contemporary Civilization. The course was developed at President Henry W.A. Hanson's request with the goal of "introducing the student to the backgrounds of contemporary social problems through the major concepts, ideals, hopes and motivations of western culture since the Middle Ages."

Gettysburg College professors from the history, philosophy, and religion departments developed a textbook for the course. The first edition, published in 1955, was called An Introduction to Contemporary Civilization and Its Problems. A second edition, retitled Ideas and Institutions of Western Man, was published in 1958 and 1960. It is this second edition that we include here. The copy we digitized is from the Gary T. Hawbaker '66 Collection and the marginalia are his.

Authors

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contributed but 1.2% of the total world manufacturing production. With only a few other exceptions, the rest of Asia, Africa, and Latin America had not been able, or had not been willing and able, to abandon the old ways for the new.

5. Some Social Effects of the Industrial Revolution

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An enormous adjustment for the worker and his family was made necessary by the practical demand that they give up their rural existence and live near the factory. Rural life had long had its widespread poverty and misery, but to many these seemed to be of a less serious order than the poverty and misery of the burgeoning industrial city. Here large numbers of people were crowded together along streets and alleys that soon came to be called slums. Society was painfully slow in providing these people with the sanitary facilities necessary to control disease, the recreational facilities for a more wholesome life,
or the public education which could perhaps assist them to im-
prove their lot. Lacking the economic power which strong trade
unions could give and often without political power, even the
right to vote, the proletariat was divided in its opinions. As
the control of society passed from the landed aristocracy to
the bourgeoisie, and the gap between the upper and lower classes
seemed if anything to widen, some proletarians in torpor re-
signed themselves to their fate. Others provided a fertile
field for the growth of bitter discontent.

It must be said that the conscience of Western society did
at length awaken to the many gross inequities which industrial-
ization had fostered. This awakening took many forms. For
example, novelists and poets condemned the pursuit of wealth by
individuals without regard to the interests of others. Begin-
ing in 1833, the British Parliament passed a series of acts
inaugurating effective regulation of working conditions in fac-
tories. This use of the power of government to influence the
balance between capital and labor suggested a method of reform-
ing capitalism which many later championed. Meanwhile, the
Utopian Socialists urged a reorganization of society on a co-
operative basis. The Marxian Socialists predicted that the
proletariat would soon seize control from the bourgeoisie and
establish an equitable social order of their own. These vari-
os proposals will be discussed in later chapters.

6. Classical Economics from Smith to Malthus

In 1776, several years after his good friend James Watt
had obtained the first patent covering the steam engine and
several years before the process for making wrought iron was
devised, Adam Smith (1723-1790), a retired professor of moral
philosophy at the University of Glasgow, published An Inquiry
was immediately popular. It went through five editions in
English and was translated into four foreign languages during
its author's lifetime, and has stimulated and provoked Western
economic thought and debate down to our own time. It won for
Smith a secure place as the chief founder of the body of thought
which we call classical economics.

Cast in the spirit of the eighteenth century Enlightenment
and drawing upon the work of many progenitors, The Wealth of
Nations offered an explanation of how the sum total of conflict-
ing individual economic interests can be anything other than
chaos when operating in the market place in the absence of a
central directing agency, such as government. Smith argued
that when man is left to the pursuit of his own self-interest
he is generally guided by the "invisible hand" of competition
to achieve his own greatest happiness and, at the same time, to