

Types of Anglo-American Child Labour

	Master-Servant Child Labour	Working-Class Child Labour	Middle-Class Child Labour
Time Period in UK and North America	Common and Supported until the M19C	Supported or Ineffectively Regulated 1820-1940; Suppressed Since M20C	Expanded and Elaborated since 1920s
Household Role	Vital for and part of household production	Vital for family wage-earning strategies	Not Vital to HH economy, relocated in schools and child institutions
Compensation & Exchange	In Kind, Inheritance & Dowry	Commodity	Marks and Certification
Experience & Meaning	<u>Under Master-Servant Discipline</u> Indentured Servants Apprenticeships Domestic Servants Binding out Orphans Slavery	<u>Under Industrial Discipline</u> Timed Uniform Large Operations Simplified, Repetitive Tasks	<u>Under Professional Discipline</u> Schooling Child Care Camps Reformatories Adult Organized Clubs

This typology is only a guide. It simplifies the complex story of change and does not address the current world diversity of child labour. The intent is to use the simplification to further your comprehension of a complex reality.

Limitations for any typology

- (1) The meanings and consequences of child labour depend largely on the social contexts and resource relations (\$) involved. Children's experiences in production may cross these categories in lived experiences.
- (2) This typology is only very narrowly historical. There are many children in the world today who experience working-class labour conditions and relations, while significant numbers of young people are working within master-servant systems of production. Only the richest countries in the world have been able to use middle-class childhood labour ideals to construct the experience of childhood for whole populations. Nevertheless, Canada and the U.S. are in this group and therefore, the ideal of middle-class or modern childhood is very important to us.
- (3) These types of child labour should not be seen as unrelated phenomena. Today there is a relationship between the labour of children in poorer regions of world south, and the transfer of wealth to world north that allows many children in the more powerful countries (Canada e.g.) to avoid industrial labour. Thus, it may be that the establishment of middle-class childhood among the world elites has depended upon maintaining working-class and master-servant labour among the poor.