



Hartley Glass Bottle Works

No. 37 James Miller

About 11 years old. Puts up pipes; has been doing this 2 months. Has been 2 years in the mill and the glass-house together. Has been very often sick and throwing up his victuals off his stomach about once a month. Feels oftenest sick in summer-time. The heat makes him bad. Is not working more than 10 or 11 hours of a journey, because the metal is bad. When it is good, generally works 13 or 14 hours at a journey. His head has often worked, and his nose bled 3 or 4 times in a journey a week or two ago from the heat. Did not go home, but stopped it with cold water. Never had anything of the kind before he came to work. Has seen two or three boys whose noses have bled when it was very hot. Thinks his nose had bled about 6 or 7 times in the last 4 weeks. It bleeds about the middle of the journey, and stops and bleeds near the end of the journey. Is sure his health has been made worse by the heat, and getting cold; very often feels tired and sleepy; all the boys is that way; sometimes they fall asleep in the glass-house. Once he was opening and shutting the bottle-moulds, when he set upon the mould and fell asleep. The men shook him and woke him up. This was in the night-time. Has heard the men say that boys have fallen asleep when they were opening and shutting the moulds. The are kept far busier at the putting up of the pipes and cannot fall asleep. Boys have not enough sleep. Sometimes has not enough sleep himself, and feels very often sleepy when he is getting up. The boys are not beaten, and only sometimes

touched with the men's hands. Reads very easy words only; cannot write. Goes only to Sunday school pretty regularly; and to chapel sometimes, not often.

Was at school for 2 ½ years before he came to work here. (Looks very delicate and far from strong.)

No. 38 Matthew Linn

Calls himself 12 years old, (but looks about 10). Takes in bottles to the arch. Has been about a year doing this. Was at the mill treading clay for half a year. Has been about 2 ¼ years working at different things. Was about 10 when he first went to work. Once had a sore throat, and was once very sick. Sweats when it is very hot; but now catches a vast wind at the hole he is now in. Has 1 brother here (about 15) putting up pipes. (Looks very little, if 12 years old, and not healthy.) Only knows his letter; cannot write at all. Goes to no school at all now; was at Sunday school a bit; very seldom goes to any chapel, perhaps twice or thrice a year. Was at day school for 2 or 3 months before he went to work. Has forgotten most of his learning now; was then in the spelling book.

No. 39 Mr Taylor, a surgeon at Seaton Sluice, states in reference to these bottle works,-

"That the period which the children are sent to work is on an average 9 years; the disease brought on by over exertion, hernia, etc.: they are also subject to various diseases of the skin – inflammatory attacks," etc. etc.

HARTLEY BOTTLE WORKS:

TRANSCRIPT OF SECOND REPORT
OF CHILDREN'S EMPLOYMENT
COMMISSIONERS, 1842

REFERENCE: | SUGGESTED AGE GROUPS: KS1, KS2, KS3, KS4, LIFELONG LEARNERS | TOPIC AREAS: VICTORIANS,
TECHNOLOGY, INDUSTRIAL REVOLUTION, MATERIALS

In 1840 Parliament set up the Children's Employment Commission. The aim of the Commission was to investigate the working conditions of children under the age of 18. The first report included the commission's findings on the state of

child employment in mines, the second in other industries, and the third in factories. The commission was set up by Lord Ashley, Earl of Shaftesbury. He also campaigned for improved conditions and education for children working in factories and for the banning of chimney sweeps.

The commission employed inspectors who were responsible for a region of the country. The inspectors gave out forms for owners to fill in about their employees (see Wylam Colliery form), but also talked to children and other adults involved in the industry. For example, the "surgeon" or doctor in Seaton Sluice was interviewed when the inspector went to Hartley Bottle Works.

Hartley Bottle Works was opened in 1763 by the Delaval family. The Delavals invested in the industries around Seaton Sluice, including the colliery, salt pans and the bottle works. Their industries all depended on the harbour at Seaton Sluice for shipping that could then transport the goods and materials. The harbour was created in 1764 by the Delaval family by cutting through solid rock.



The Bottle Works was sometimes referred to as “The City” because it was self-contained. It included a marketplace, brewery, and granary, while its workers lived in housing built by the Delavals. There was even a company doctor who was paid for from “deductions” from the workers’ wages – the money was taken out of their pay before they received it.

It has been said that no man could earn money at Seaton Sluice and spend it elsewhere. This might be because they had everything that they needed where they worked and lived, or it might have been that they couldn’t spend their “money” elsewhere. In the late eighteenth century, some industrialists took advantage of a shortage of coinage in the country. Rather than paying their workers in legal coinage, they used their own tokens. These tokens could only be used in local shops, which were often owned by the factory owners.

GLOSSARY

Arch – oven heated to a high temperature. Semi-finished bottles put here for “annealing” – they are allowed to cool slowly in a uniform way so that they don’t shatter

Hole – in the furnace. Pipes are placed in the holes to heat and remove molten glass

Journey – the contents of one furnace. Usually 10-15 hours work to process

Metal – molten glass

Pipe – long metal pipe used to get molten glass from furnace

Putter-up – boy who assists the men who work the glass into their finished shapes

OTHER ONLINE RESOURCES

CHILDREN’S EMPLOYMENT COMMISSION

British Library article on Children’s Employment Commission (includes scans of some of the pages including illustrations):

<https://www.bl.uk/collection-items/report-on-child-labour-1842>

The Victorian Web site, page with testimonies printed in report of Children’s Employment Commission: <http://www.victorianweb.org/history/ashley.html>



LORD SHAFTESBURY

Spartacus Educational website, page for Lord Ashley, Earl of Shaftesbury: <https://spartacus-educational.com/IRashley.htm>

GLASS MAKING

Sunderland Glass Centre website, page with videos of glass making demonstrations: <https://sunderlandculture.org.uk/our-venues/national-glass-centre/glass-making-demonstrations/>

BBC Teach website, page with video on how glass is made: https://www.bbc.co.uk/teach/class-clips-video/primary-science-how-glass_is_made/zm2tf4j

Explain that Stuff (US) website, page about the making of glass: [https://www.explainthatstuff.com/glass.html#:~:text=You%20can%20make%20glass%20by,C%20\(3090%C2%B0F\)](https://www.explainthatstuff.com/glass.html#:~:text=You%20can%20make%20glass%20by,C%20(3090%C2%B0F))

HISTORY OF HARTLEY BOTTLE WORKS, SEATON SLUICE

BBC Tyne website, page for walk in Seaton Sluice including history of Hartley Bottle Works: http://www.bbc.co.uk/tyne/content/articles/2005/07/04/coast05walks_stage5_walk.shtml

Seaton Sluice and Old Hartley Local History Society, page for history of Hartley Bottleworks: www.seaton-sluice.btck.co.uk/BottleWorks

Burradon and Northumberland Past website, page about Hartley Bottle Works: <https://www.burradonhistory.co.uk/2013/07/seaton-sluice-bottleworks.html>

Northumberland Archives Exhibitions website, page for Seaton Sluice (see down left side for photographs, documents and maps): <https://communities.northumberland.gov.uk/Seaton%20Sluice.htm>

Keys to the Past website (Northumberland Historic Environment Record) website, page for Seaton Sluice: <http://www.keystothepast.info/article/10339/Site-Details?PRN=N12006>

Grace's Guide website, page with timeline for John Hussey Delaval: https://www.gracesguide.co.uk/John_Hussey_Delaval



PAYMENT TOKENS

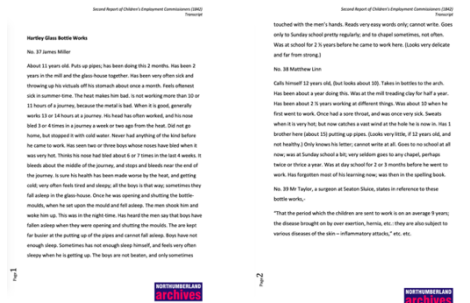
Black Country Living Museum website, page about payment tokens: <https://www.bclm.co.uk/items/1790-john-wilkinson-token/1404.htm>

Guardian website, page for pictures of payment tokens: <https://www.theguardian.com/society/gallery/2010/sep/21/trade-tokens-local-currencies>

The Copper Corner (coin collecting) website, page about payment tokens: http://www.thecoppercorner.com/history/18thC_hist.html

HARTLEY BOTTLE WORKS: TRANSCRIPT OF SECOND REPORT OF CHILDREN'S EMPLOYMENT COMMISSIONERS, 1842

TOPIC: VICTORIANS, TECHNOLOGY, INDUSTRIAL REVOLUTION, MATERIALS
SUBJECT AREAS: HISTORY, LITERACY, ART, CITIZENSHIP, SCIENCE, GEOGRAPHY



Background	Activity	Resources
<p>In 1840 Parliament set up the Children's Employment Commission. The aim of the Commission was to investigate the working conditions of children under the age of 18. The first report included the commission's findings on the state of child employment in mines, the second in other industries, and the third in factories.</p> <p>The commission was set up by Lord Ashley, Earl of Shaftesbury. He also campaigned for improved conditions</p>	<p>See: When did Parliament set up the Children's Employment Commission?</p> <p>See: What was the aim of the Children's Employment Commission?</p> <p>See: What did the Children's Employment Commission investigate?</p> <p>See: Who set up the Commission?</p> <p>See: What did Lord Ashley, Earl of Shaftesbury campaign for?</p> <hr/> <p>Think: Why was the Children's Employment Commission set up?</p> <p>Think: Why did children under 18 work in industry?</p> <p>Think: What types of jobs did the children do in industry?</p> <p>Think: What types of conditions did the children work in?</p>	<p>https://www.bl.uk/collection-items/report-on-child-labour-1842</p> <p>http://www.victorianweb.org/history/ashley.html</p> <p>https://www.bl.uk/collection-items/report-on-child-labour-1842</p>



<p>and education for children working in factories and for the banning of chimney sweeps.</p>	<p>Think: What types of backgrounds do you think the children who worked in industry came from?</p> <p>Think: Do you think the children chose to go to work in industry or do you think some may not have been given a choice?</p> <hr/> <p>Do: Create a comic strip using the words from the glossary to illustrate their definitions.</p> <p>Do: Imagine what it might have been like for a child in the bottle works. Think about what they might have felt, what job they might have had to do, what they could see, smell, hear, taste and touch. Write a poem or a monologue from the perspective of a child worker at Hartley Bottle Works.</p> <p>Do: Create an interpretive piece of music to play while you perform your poem or monologue. This could be inspired by the sounds that the children may have heard at work.</p> <p>Do: Perform your poem or monologue with your accompanying piece of music.</p> <p>Do: Research the illnesses mentioned in the transcript. Write a report about the health conditions suffered by the children working at the bottle works and present it as though you are Mr Taylor, the surgeon, presenting it to the interviewer. What long term effects may these health conditions have on the child workers?</p>	
<p>Hartley Bottle Works was opened in 1763 by the Delaval family. The Delavals invested in the industries around Seaton Sluice,</p>	<p>See: Who owned Hartley Bottle Works?</p> <p>See: Where was Hartley Bottle Works?</p> <p>See: Why did Hartley Bottle Works depend on the harbour?</p>	<p>http://www.seaton-sluice.btck.co.uk/BottleWorks</p>



<p>including the colliery, salt pans and the bottle works. Their industries all depended on the harbour at Seaton Sluice for shipping that could then transport the goods and materials. The harbour was created in 1764 by the Delaval family by cutting through solid rock.</p> <p>The Bottle Works was sometimes referred to as “The City” because it was self-contained. It included a marketplace, brewery, and granary, while its workers lived in housing built by the Delavals.</p> <p>In the late eighteenth century, some industrialists took advantage of a shortage of coinage in the country. Rather than paying their workers in legal coinage, they used their own tokens. These tokens could only be used in local shops, which were often owned by the factory owners.</p>	<p>See: Why was the Bottle Works referred to as “The City”?</p> <p>See: How were the workers paid?</p>	<p>http://www.bbc.co.uk/tyne/content/articles/2005/07/04/coast05walks_stage5_walk.shtml</p>
	<p>Think: Why might the Delavals and other industrialists have paid their staff using tokens that could only be used in local shops?</p> <p>Think: Do you think it was a good idea for the Bottle Works to be a self-contained “city”?</p> <p>Think: How is glass made? What materials might the glass industry need access to?</p> <p>Think: Why was having access to a harbour so important to industry?</p> <p>Think: What is sea glass, how is it made and where does it come from?</p>	<p>https://artinredwagons.blogspot.com/2012/11/photo-transfer-on-glass.html</p> <p>https://www.burradonhistory.co.uk/2013/07/seaton-sluice-bottleworks.html</p> <p>http://www.keystothepast.info/article/10339/Site-Details?PRN=N12006</p> <p>https://www.bclm.co.uk/items/1790-john-wilkinson-token/1404.htm</p> <p>https://www.theguardian.com/society/gallery/2010/sep/21/trade-tokens-local-currencies</p>
	<p>Do: Using Google Maps, look at Seaton Sluice. Which natural, environmental and man-made features made it a good location for the Bottle Works?</p> <p>Do: Imagine you are going to set up a new bottle works. Write a list of the natural, environmental and man-made features that you would look for when deciding a location.</p> <p>Do: Using Google Maps, try to identify a nearby location for your bottle works using your list of ideal features.</p> <p>Do: Design a self-contained city for your bottle works. What types of businesses would you include? What types of housing would you need?</p>	<p>http://www.thecoppercorner.com/history/18thC_hist.html</p> <p>https://www.scienceabc.com/nature/what-is-sea-glass-and-where-does-it-come-from.html</p>

Do: Create a business plan for your bottle works. Think about who you would employ, what types of jobs they would do, how you would pay them, how you would transport goods etc.

Do: Design your own token that your staff could be paid with.

Do: Is it ethical to pay staff using tokens that can only be used in businesses owned by the employer? In groups, debate the pros and cons of paying staff using tokens. Consider both the factory owners' and the employee's perspectives.

Do: Visit the beach and try to find some sea glass. If you don't have access to the beach you could purchase some online. Using your sea glass, create an artwork by transferring old images of the Glass Works onto the sea glass using the technique shown by the Art in Red Wagons website.