

AP European History - Chapter 23 *Mass Society in an "Age of Progress," 1871-1894*

Class Notes & Critical Thinking

Focus Question: What was the Second Industrial Revolution, and what effects did it have on European economic and social life? What roles did socialist parties and trade unions play in improving conditions for the working classes?

Second Industrial Revolution

- c. 1870-1914
- Four major aspects
 - Steel production: steel rails, skyscrapers
 - Oil: lighting, internal combustion engine for factory machines
 - Electricity: increasingly powered cities
 - Chemicals: Germany led in photo processing and other areas
- By 1890s Germany became most powerful industrial economy in Europe (surpassing Britain)
- Expansion of industry and technology created growing demand for experts with specialized knowledge.
- Professionals: Engineering, architecture, chemistry, accounting and surveying.
- Management of large public and private institutions also emerged as a profession

Urban Planning & Improvements

- Government reforms transformed unhealthy & overcrowded cities by:
 - Modernizing infrastructure
 - Regulating public health
 - Reforming prisons
 - Establishing modern police forces (Bobbies in Britain)
- France took the lead during reign of Napoleon III
 - **Baron von Haussman** redeveloped Paris: wide boulevards (partially to prevent barricades), better middle-class housing on outskirts, demolition of slums & building of public housing, creation of parks and open spaces.
 - New system of aqueducts doubled fresh water supply and sewer systems were modernized.

Transportation

- By 1890s electric streetcar had revolutionized city transportation; created suburbs on outskirts
- Steamships, railroads & refrigerated rail cars, ice boxes improved food distribution
- Internal combustion engine led to development of automobiles

Emergence of a World Economy

- Increase in industrialization, transportation (water & rail), population, & \$ expand economy of Europe

Critical Thinking:

How did the 2nd Industrial Revolution differ from the 1st?

How will mass transportation revolutionize cities?

Prostitution in Victorian London

AS CITIES GREW, MANY WOMEN LIVING without family support turned to prostitution to survive. The increase in prostitution led to the spread of venereal disease, prompting public health officials to call for laws against prostitutes. In England, the Contagious Diseases Acts of the 1860s allowed police to arrest women on suspicion of prostitution. Men who frequented prostitutes were rarely charged, however, and a public outcry against the laws led to their repeal and a more sympathetic view of prostitution by the end of the century. In the meantime, journalists such as Henry Mayhew began to interview prostitutes in an effort to understand their plight. This excerpt, which tells the story of a young London prostitute, was published in Mayhew's *London Labour and the London Poor* in 1862.

Henry Mayhew, *London Labour and the London Poor*

The narrative which follows—that of a prostitute, sleeping in the low-lodging houses, where boys and girls are huddled promiscuously together, discloses a system of depravity, atrocity, and enormity, which certainly cannot be paralleled in any nation, however, barbarous, nor in any age, however “dark.” . . .

A good-looking girl of sixteen gave me the following awful statement:

“I am an orphan. When I was ten I was sent to service as maid of all-work, in a small tradesman’s family. It was a hard place, and my mistress used me very cruelly, beating me often. When I had been in place three weeks, my mother died; my father having died . . . years before. I stood my mistress’s ill-treatment for about six months. She beat me with sticks as well as her hands. I was black and blue, and at last I ran away. I got to Mrs. —, a low lodging-house. I didn’t know before that there was such a place. . . .

“During this time I used to see boys and girls from ten and twelve years old sleeping together, but understood nothing wrong. I had never heard of such places before I ran away. I can neither read nor write. My mother was a good woman, and I wish I’d had her to run away to. . . .

“At the month’s end, when I was beat out, I met with a young man of fifteen—I myself was going on twelve years old—and he persuaded me to take up with him. I stayed with him three months in the same lodging house, living with him as his wife, though we were mere children, and being true to him. At the three months’ end he was taken up for picking pockets, and got six months. I was sorry, for he was kind to me; . . . [I] was forced to go into the streets for a living. I continued walking the streets for three years, sometimes making a good deal of money, sometimes none, feasting one day and starving the next. . . .

“I lodged all this time at a lodging-house in Kent-street. They were all thieves and bad girls. I have known between three and four dozen boys and girls sleep in one room. The beds were filth and full of vermin. . . .

“At the house where I am [now] it is 3*d.* a night; but at Mrs. —’s it is 1*d.* and 2*d.* a night, and just the same goings on. Many a girl—nearly all of them—goes out into the streets from this penny and twopenny house, to get money for their favourite boys by prostitution. If the girl cannot get money she must steal something, or will be beaten by her ‘chap’ when she comes home.”

Q **HISTORICAL THINKING SKILL: Appropriate Use of Relevant Historical Evidence** *What were Mayhew’s goals in publishing this account? How accurate do you think it is?*

Source: Henry Mayhew, *London Labour and the London Poor: Cyclopaedia of the Conditions and Earnings of Those that Will Work, Those that Cannot Work, and Those that Will Not Work* (London: Charles Griffin & Co., 1862) Vol. 1, pp. 458–460

Prostitution in Victorian England:

1. What were Mayhew’s goals in publishing this account?
2. How accurate do you think it is?

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Class Notes & Critical Thinking

New Employment Opportunities

- Women: not allowed in industry so most worked domestically but some hired out working as pieceworkers (sweated industries) – men able to continue dominating/exploiting
 - White-Collar Jobs: Women filled service roles due to absence of men (were laborers in industry) such as secretaries, clerks, telephone operators, etc – low skill jobs w/ low pay
 - Prostitution: mostly lower-class women desperate for a wage; licensed in most European nations
 - seen as “necessary vice”

Women & Work

- Long standing view of women in the home still holding
- Women role to rear & raise children
- Men argued to keep women at home to keep them out of the workforce
- Worked in the “sweated” industries = pieceworkers

The Working Classes

- Emergence of class distinctions:
 - Lower & Middle Classes broken into subsections of upper, middle, lower – divisions determined by skill level
 - Advancement opportunities available due to increase in skill level/occupation
 - More room for leisure time (in middle & upper classes)

Outline the new class structures below:

Upper Class:

Middle Class:

Lower Class:

Workers Organize

- Evolutionary Socialism (revisionism): Eduard Bernstein's idea that socialism needed to evolve not emerge overnight like Marx believed

Critical Thinking:

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Class Notes & Critical Thinking

Focus Question: What is a mass society, and what were its main characteristics? What role were women expected to play in society and family life in the latter half of the nineteenth century, and how closely did patterns of family life correspond to this ideal?

Europe Develops a "Mass Society"

- **Population Growth:** dramatic increase between 1820-1910 due to increase in birthrate & decrease in death rate
- Due to decrease in epidemics/disease, better food supply/nutrition
- **Emigration:** industrialization & increase of population = overpopulated cities & short supply of land
 - Mass exodus to North & Latin America
- Urban reformers like Edwin Chadwick ushered in an era of improved living conditions
 - Public Health Act 1875
 - Construction of clean water & sewage
- New cheap housing built & cities redesigned to provide open space: parks, boulevards
 - Slums destroyed & old defensive walls torn down
- Mass Education:
 - Universal elementary education & expansion of secondary education
 - Becomes state priority = Improvement of quality of teachers
 - Girls & boys separated
 - Girls education less quality than boys-received domestic education
- Mass Leisure:
 - New leisure hours from industrial system = after work, weekends, holidays
 - Ferris wheel & amusement parks, beaches, dance halls, rise of tourism, team sports: soccer, rugby
- Mass Consumption:
 - Rise of consumer culture with factory produced goods more affordable
 - Department stores sold variety of products

Critical Thinking Question:

Did the lives of women improve or decline during the era of mass society? Provide 2 examples to support your answer.

Critical Thinking:

What made society a "mass" society?

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Class Notes & Critical Thinking

Focus Question: What general political trends were evident in the nations of Western Europe in the last decades of the nineteenth century, and how did these trends differ from the policies pursued in Germany, Austria-Hungary, and Russia?

Expanded Democracy

- After 1865 Britain saw expanded democracy under Disraeli and Gladstone (political opponents)
- **John Stuart Mill: *On Liberty*** (1859) -- influential work on necessity to increase democracy
- Disraeli argued for aggressive foreign policy, expansion of British Empire, and reluctantly supported democratic reforms.
- *Sybil* (1845): Disraeli's novel surprised many by expressing sympathy for working class
- **Reform Bill of 1867:** Disraeli's "leap in the dark" in order to appeal to working people (Expanded Reform Bill of 1832)
- Redistributed seats to provide more equitable representation in House of Commons
- The industrial cities & boroughs gained seats at expense of some depopulated areas in the north and west ("rotten boroughs")
- Almost all men over 21 who resided in urban centers were granted the right to vote
- Reduced regulation of trade unions in 1875
- Created gov't regulations for improved sanitation

England & Gladstone

- Gladstone supported Irish Home Rule, fiscal policy, free trade, and extension of democratic principles while opposing imperialism
- Abolished compulsory taxes to support the Church of England
- Australian Ballot Act (1872) provided for the **secret ballot** (earlier Chartist demand)
- Civil service reform introduced in 1870: open competitive examination for gov't positions
- **Reform Act of 1884** or **Representation of the People Act of 1884**
- Granted suffrage to adult males in the counties on the same basis as in the boroughs

The German Empire: 1871-1914

- Between 1871 and 1890 **Chancellor Bismarck** established an integrated political and economic structure for Germany (while dominating European diplomacy)
- Unified monetary system, established Imperial Bank and strengthened existing banks, developed universal German civil & criminal codes; established compulsory military service.
- German political system was multi-party
- Conservatives represented **Junkers** of Prussia
- German middle class identified with German nationalism and provided support for Bismarck's policies after 1866 until 1878 (later opposed Bismarck)

Critical Thinking:

Summarize Disraeli's philosophy of government.

Summarize Gladstone's philosophy of government.

How did Gladstone differ from Disraeli?

Was Bismarck instrumental in the creation of the new modern Germany? How so?

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Class Notes & Critical Thinking

The German Empire: 1871-1914

- **Kulturkampf:** Bismarck sought to limit influence of Catholic Party in light of Pope Pius IX's declaration in 1870 of papal infallibility; Bismarck ultimately failed
- **Social Democratic Party (S.P.D.):** Marxist; advocated sweeping social legislation, the realization of genuine democracy, and the demilitarization of the German gov't
 - Bismarck unsuccessful in limiting its growth (despite its being driven underground)
- Bismarck instituted a set of sweeping reforms in order to minimize the threat from the left
 - 1879, a protective tariff instituted to maintain domestic production
 - Modern social security laws established
 - National sickness and accident insurance laws passed in 1883 & 1884.
 - Old-age pensions and retirement benefits established in 1889
 - Regulated child labor & improved working conditions
- Despite better standard of living, workers did not leave the S.P.D.
- By gaining support from the workers, Bismarck successfully bypassed the middle class
- **William II** (r. 1888-1918)
 - Opposed Bismarck's move to renew to outlaw S.P.D.
 - To gain support of workers, he forced Bismarck to resign.
 - By 1912, the S.P.D. became the largest party in the Reichstag

Third French Republic

- Established in 1875 (dominated by bourgeoisie)
- Reforms:
 - Trade unions fully legalized (had been suppressed by Napoleon III)
 - **Jules Ferry** established secular education and reform: expanded tax-supported public schools and compulsory education
- Challenge to republicanism came from the right (conservatives)
- Conservatives advocated an authoritarian gov't with a strengthened military
- **Boulangier Crisis** (1887-89): Georges Boulanger gained support of military
 - Plotted a coup to overthrow the republic
 - Republic summoned Boulanger to trial but he fled to Belgium & committed suicide
 - Boulanger's fall resulted in increased public confidence in the Republic

Critical Thinking:

Why did Bismarck finally accept some social reforms?

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Class Notes & Critical Thinking

Dreyfus Affair – 1894

- Most serious threat to the republic
- Military falsely charged Dreyfus, a Jew, with supplying secrets to the Germans
- Monarchists (with support of Catholic church) used incident to discredit republicans
- **Emile Zola** (the realist author) took up Dreyfus' case and condemned the military
- Leftists supported the Republic and in 1906 the case was closed when Dreyfus was declared innocent and returned to the ranks
- Conservatives tried to use anti-Semitism to create nationalist feeling

Third Republic Cont.

- 1905-Republicans launched anti-clerical campaign increasing separation of church & state
- Socialists led by **Jean Juarès** gained seats in Chamber of Deputies from 1905 to 1914
- By 1914, Third Republic enjoyed vast support of the French people.

Critical Thinking:

Why did the Third French Republic have such problems? How did it survive so many challenges?

What policy changes did Austria and Russia undergo? What events caused those changes? Text pgs 719-720