

# Reading Essentials and Study Guide



## Mass Society and Democracy, 1870–1914

### Lesson 2 The Emergence of Mass Society

#### ESSENTIAL QUESTIONS

*How can industrialization affect a country’s economy? How are political and social structures influenced by economic changes?*

#### Reading HELPDESK

##### Academic Vocabulary

**advocate** to support; to speak in favor of

##### Content Vocabulary

**feminism** the movement for women’s rights

**suffrage** the right to vote

#### TAKING NOTES: *Summarizing*

**ACTIVITY** Use the graphic organizer to track the changes in each social class discussed in the lesson.

New Elite	Middle Class	Working Class

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## Mass Society and Democracy, 1870–1914

### Lesson 2 The Emergence of Mass Society, *continued*

#### IT MATTERS BECAUSE

The new industrial world led to the growth of a mass society by the end of the nineteenth century. The lower classes were demanding attention from the government. Governments worked to improve public health services in the cities. Women began to fight for their rights, or an equal place in society. Many Western governments paid for public education.

#### The New Urban Environment

**Guiding Question** *Why did European cities grow so quickly in the nineteenth century?*

With the emergence of a mass society, governments now had to consider how to appeal to the masses. This was a change from appealing to just the wealthier citizens. Housing and public sanitation in the cities were two areas of great concern. These issues influenced the lives of many people.

#### Growth of Urban Populations

People from rural areas continued to move to cities to find work in the factories. There were fewer jobs in the countryside because fewer workers could produce more food as a result of improvements in agriculture. Soon more and more people lived in cities. In the 1850s about 40 percent of the English population lived in urban areas. The numbers for urban populations in other countries were 15 percent in France, 10 percent in Prussia (Prussia was Germany's largest state), and 5 percent in Russia. By 1890, about 60 percent of the population in England lived in cities. The percentage was 25 percent in France, 30 percent in Prussia, and 10 percent in Russia. Cities grew very large in industrialized nations. For example, the population in London grew from 960,000 to 6,500,000 between 1800 and 1900.

Cities also grew faster in the second half of the nineteenth century. This was helped by improvements in public health and sanitation. Improvements came in the 1840s after many urban reformers asked local governments to fix the dirty living conditions. These conditions caused deadly epidemic diseases in the cities. Cholera (KAH-luh-ruh) caused the deaths of many in Europe in the early 1830s and 1840s. It could spread through tiny living things in bad water or food.

Reformers caused city governments to create boards of health to improve housing quality. City medical officers and building inspectors were authorized to inspect dwellings. The homes were inspected for public health dangers. Building regulations required running water for new buildings. They also required drainage systems inside them to remove water and wastes.

Clean water and an effective sewage system were important to public health. A system of dams and reservoirs that stored the water met the need for freshwater. Aqueducts and tunnels carried water from the countryside to the city and into homes. Gas and electric heaters made it possible for people to have regular hot baths. The treatment of sewage was improved by building underground pipes that carried raw sewage far from the city. A public announcement in Frankfurt, Germany stated that waste would travel from the toilet to the river in half an hour.

# Reading Essentials and Study Guide

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## Mass Society and Democracy, 1870–1914

### Lesson 2 The Emergence of Mass Society, *continued*



#### Reading Progress Check

**Theorizing** Present three reasons for the growth of European cities in order of importance. Explain your answer.

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## Social Structure of Mass Society

**Guiding Question** *How did class divisions in Europe change during the nineteenth century?*

After 1871 most people enjoyed a higher standard of living. However, great poverty remained in Western society. There were many who were poor and a few who were rich. Between the rich and the poor were several middle-class groups.

### The New Elite

The wealthy elite were at the top of European society. This group made up only 5 percent of the population, but they controlled from 30 to 40 percent of the wealth. The wealthy upper-middle class included the most successful industrialists, bankers, and merchants. They joined with the landed aristocracy to form this new elite during the 1800s. Members of the elite became leaders in the government and the military.

### The Diverse Middle Classes

Some members of the upper-middle class became part of the new elite. The rest of the middle class consisted of many groups. These groups were of different economic and social levels. Below the upper-middle class was a middle group that included lawyers, doctors, members of the civil service, business managers, engineers, architects, accountants, and chemists. Below this comfortable middle group was a lower-middle class that included small shopkeepers, traders, and prosperous farmers.

The Second Industrial Revolution produced a new group of white-collar workers. They were between the lower-middle class and the lower classes and included traveling salespeople, bookkeepers, telephone operators, department store salespeople, and secretaries. They were not highly paid, but they were often committed, or loyal, to middle-class ideals.

The middle classes shared a certain lifestyle, and middle-class values influenced much of nineteenth-century society. The European middle classes believed in hard work. It was their belief that anyone could work hard. They believed that hard work would lead to positive results and success. Outward appearances were also very important to the middle classes. The etiquette book *The Habits of Good Society* was a best seller.

# Reading Essentials and Study Guide

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## Mass Society and Democracy, 1870–1914

### Lesson 2 The Emergence of Mass Society, *continued*

#### The Working Classes

Below the middle classes were the working classes. These were also called the lower classes. This group made up almost 80 percent of the European population. These classes included landholding peasants, farm laborers, and sharecroppers.

The urban working class consisted of many different groups. Some might be skilled artisans or semiskilled laborers. However, many were unskilled day laborers or domestic servants. In Britain in 1900, one out of every seven employed persons was a domestic servant. Most servants were women.

After 1870 urban workers began to live more comfortably. Reforms created better living conditions in cities. In addition, wages increased, and many consumer costs declined. This made it possible for workers to buy extra clothes or pay to entertain themselves in their few leisure hours. Workers had won the 10-hour workday with a Saturday afternoon off. Workers had organized and conducted strikes to gain shorter working hours.



#### Reading Progress Check

**Categorizing** Discuss the major social changes that occurred during the Second Industrial Revolution.

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#### Women's Experiences

**Guiding Question** *How did the Second Industrial Revolution influence women's roles in society?*

In 1800 women were mainly defined by their family and roles in the home. Women struggled to change their status, or place in society, throughout the nineteenth century.

#### New Job Opportunities

During much of the nineteenth century, working-class groups maintained the belief that women should remain at home to bear and nurture children and should not be allowed in the industrial workforce.

The Second Industrial Revolution opened the door to new jobs for women. There were not enough men to fill the relatively low-paid, white-collar jobs being created. Both industrial plants and retail shops hired women as clerks, typists, secretaries, and salesclerks.

Government services expanded. This also created job opportunities for women. Women were hired as secretaries and telephone operators. They also took jobs in education, health, and social services. Some middle-class women held these jobs, but they were mainly filled by working-class women who wanted a better quality of life.

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#### Marriage and the Family

Men worked outside the home and were the main wage earners for the family. Women were left at home to care for the family. Throughout the 1800s, marriage remained almost the only honorable and available career for most women. However, there was one big change in this period. The number of children born to the average woman began to decline. This was the most important development in the modern family. This decline in the birthrate was tied to improved economic conditions and to increased use of birth control.

The family was the center of middle-class life. Mothers could spend more time on childcare and had more free time at home with fewer children in the family. The middle-class family supported an ideal of togetherness. People in Britain created the family Christmas with its Yule log, tree, songs, and exchange of gifts.

The lives of working-class women were different from those in the middle-class. Most working-class women had to work to help support their families. Their earnings made a big difference in the economic survival of their families. Childhood ended by the age of 9 or 10 for the children of the working classes. By this age, children often became apprentices or were employed in odd jobs.

Family patterns for the working class changed between 1890 and 1914. Working-class families could depend on the husband's income alone. This was because of higher-paying jobs in heavy industry. Some working-class mothers could afford to stay at home by the early twentieth century. In this, they were following the pattern of middle-class women. At the same time, working-class families wanted to buy new consumer products such as sewing machines and cast-iron stoves.

#### Women's Rights

Modern **feminism** is the movement for women's rights. It had its beginnings during the Enlightenment when some women **advocated** equality for women. This idea was based on the belief in natural rights.

In the 1830s, many women in the United States and Europe argued for the right of women to own property. By law, a husband had almost total control over his wife's property. However, these early efforts were not very successful. Married women did not win the right to own some property until 1870 in Great Britain, 1900 in Germany, and 1907 in France.

The fight for property rights was only the beginning of the women's movement. Some middle-class and upper-middle-class women fought for and gained access to universities. Others wanted to work in jobs that men typically did. Training to become doctors was largely closed to women, but some women entered the medical field by becoming nurses. The British nurse Florence Nightingale and the American nurse Clara Barton, who worked in the U.S. Civil War, transformed nursing into a profession of trained, middle-class "women in white."

The movement for women's rights expanded as women called for equal political rights in the 1840s and 1850s. Women believed that **suffrage**, the right to vote, was the key to improving their overall position. Members of the women's movement were called suffragists. They had one basic aim, or goal: the right of women to full citizenship in the nation-state.

The British women's movement was the most active women's movement in Europe. The Women's Social and Political Union was founded in 1903 by Emmeline Pankhurst and her daughters. It used unusual actions to call attention to its demands. Its members threw eggs at government officials and they chained themselves to lampposts. They even burned railroad cars and smashed the windows of fashionable department stores. British police arrested leading activists and gave them brutal treatment.

Before 1914, women had the right to vote in only a few nations, such as Norway and Finland, along with some American states. It took World War I to make governments change their position and allow women to vote.

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## Mass Society and Democracy, 1870–1914

### Lesson 2 The Emergence of Mass Society, *continued*

**Reading Progress Check**

*Distinguishing* How did the working-class family change in the late 1800s?

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## Education and Leisure

**Guiding Question** *How did society change as a result of urbanization and industrialization?*

Universal education was a product of the mass society of the late nineteenth and early twentieth centuries. Before that time, education was mostly for the elite and the wealthier middle class. Between 1870 and 1914, most Western governments began to pay for a system of primary education, or first level of education. Boys and girls between the ages of 6 and 12 were required to attend primary schools.

Why did Western nations make this commitment to public education? One reason was industrialization. In the First Industrial Revolution, workers did not need training or experience to do the factory jobs. However, the new kinds of companies of the Second Industrial Revolution needed trained, skilled workers to do their jobs.

The main reason for public education was political. When people had the right to vote, there was a need for better-educated voters. Schools could educate them. Even more important, primary schools taught patriotism.

Compulsory elementary education created a demand for teachers, and most teachers were women. Many men saw teaching as a part of women’s “natural role” as nurturers of children. Women were also paid less than men. This was a strong reason for states to set up teacher-training schools for women, so they could pay teachers less.

The Second Industrial Revolution allowed people to look for new forms of leisure. The new forms of popular mass leisure entertained large crowds, and they distracted people from the realities of work lives. Leisure came to be thought of as what people do for fun after work. The industrial system gave people more free time for leisure activities, such as evening hours, weekends, and a week or two in the summer. Amusement parks, dance halls, and organized team sports became enjoyable ways for people to spend their leisure hours.

**Reading Progress Check**

*Explaining* What were some reasons governments promoted public education?

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