

**I. The New Urban Environment**

**A.** By the end of the nineteenth century, mass society had emerged, and the concerns of the majority—the lower classes—were important. This change coincided with the growth of cities. Between 1800 and 1900 the population in **London** grew from 960,000 to 6,500,000. Urban residents grew from being 40 to 80 percent of Great Britain’s population.

**B.** Cities grew because of rural migration to the urban centers. Lack of jobs in the country and the improvement of living conditions in the cities led to this rural migration in the second half of the nineteenth century.

**C.** Following the advice of urban social reformers, city governments created boards of health to improve the quality of housing. Medical officers and other officials inspected the buildings for public health hazards.

**D.** Essential to the public health of the modern European city were clean water and proper sewage systems. A system of dams, reservoirs, aqueducts, and tunnels provided the water. Beginning in the 1860s, heaters made regular hot baths available to many people.

**E.** Sewage treatment was improved by massive building of underground pipes that took the waste out of the city. **Frankfurt** (Germany) began its program for sewers with a lengthy public campaign featuring the slogan “from the toilet to the river in half an hour.”

**1. What changes were made in cities in the nineteenth century to improve the public health?**

**II. Social Structure of Mass Society**

**A.** Even though most people after 1871 enjoyed a rising standard of living, great poverty remained in the West. As well, several middle-class groups existed between the few who were rich and the many who were poor.

**B.** A wealthy elite made up 5 percent of European society. It controlled up to 40 percent of the wealth. The aristocratic and upper middle class members of the elite were government and military leaders. Marriage sometimes served to unite these two groups.

**C.** The middle class included lawyers, doctors, members of the civil service, engineers, scientists, and others. Beneath this solid middle class was a lower middle class of shopkeepers, secretaries, and clerks.

**D.** The European middle class was identified with certain values, which it preached to others. This was especially true in Victorian England, often considered the model middle-class society. The European middle classes believed in hard work, which was open to everyone and guaranteed to pay off given enough labor.

**E.** Next down on the social scale was the working class, which made up 80 percent of the European population. It included skilled artisans, semi-skilled laborers, and unskilled laborers, including day laborers and domestic servants.

**F.** The life of urban workers improved after 1870 due to reforms in the cities, rising wages, and lower prices. Workers could even afford some leisure activities, and strikes were leading to a 10-hour workday and Saturday afternoons off.

**III. The Experiences of Women**

**A.** In 1800 family roles mainly defined women. Women were legally inferior to and economically dependent on men.

**B.** The Second Industrial Revolution opened the door to new jobs for women. Many employers hired women as low-paid, white-collar workers. Both industrial plants and retail outlets needed secretaries, clerks, typists, and similar workers.

**C.** Women took jobs in the expanding government services in the fields of education, social work, and health. These jobs were filled mainly by working-class women aspiring to an improved life.

**D.** Throughout the 1800s marriage was the only honorable and available career for most women. However, the number of children born to women declined as the century progressed—the most significant development in the modern family. The birthrate declined because economic conditions improved and people were using more birth control. Europe’s first birth control clinic opened in Amsterdam in 1882.

**E.** The middle-class family fostered an ideal of togetherness. The Victorians created the family Christmas. By the 1850s, Fourth of July celebrations in the United States had changed from wild celebrations to family picnics. Many middle-class women had more time for leisure and domestic duties.

**F.** Working-class women had to work to keep their families going. By age nine or ten, childhood was over for working-class children. They had to go to work doing odd jobs or become apprentices.

**G.** By the early twentieth century, some working class mothers could afford to stay at home due to rising wages in heavy industry. Simultaneously, working-class families aspired to buy new consumer products such as sewing machines.

**H.** Modern **feminism**, the movement for women's rights, began during the Enlightenment. The movement in the 1800s began with a fight for the right of women to own property.

**I.** Women sought access to universities and traditionally male fields of employment as well. For example, the German **Amalie Sieveking** entered the medical field by becoming a nurse. She founded the Female Association for the Care of the Poor and Sick. The efforts of **Florence Nightingale** during the Crimean War and of **Clara Barton** during the U.S. Civil War transformed nursing into a profession of trained, middle-class "women in white."

**J.** In the 1840s and 1850s women began to demand equal political rights, such as the right to vote. The British women's movement was the most active in Europe. In 1903 **Emmeline Pankhurst** and her daughters founded the Women's Social and Political Union. Its members chained themselves to lampposts, pelted politicians with eggs, and smashed the windows of fashionable department stores to call attention to their cause. Suffragists—people who wanted the vote extended to all adults—believed in the right of women to full citizenship in the nation-state.

**K.** Before World War I, only in Norway and some states in the United States did women receive the right to vote. The upheavals after World War I finally made the male dominated governments in the West give in on this issue.

### IV. Universal Education

**A.** Universal education was a product of the mass society of the late nineteenth and early twentieth centuries. Before then, education was primarily for the wealthy and upper middle class.

**B.** Between 1870 and 1914 most Western governments began to set up state-sponsored primary schools. Boys and girls between the ages of 6 and 12 were required to attend. States trained the teachers. The first female colleges were really teacher-training institutes.

**C.** One reason Western states made this commitment to public education was industrialization. The firms of the Second Industrial Revolution needed skilled, knowledgeable labor. Boys and girls of the working class could aspire to fields previously not accessible to them, such as teaching and white-collar government jobs, if they had an elementary education.

**D.** The chief motive for public education was political. Extending the right to vote called for a better-educated public. Further, primary schools instilled patriotism. People were losing their ties to region and even religion, and nationalism gave them a new faith.

**E.** Compulsory education created a demand for teachers, most of whom were women since the job appeared to be an extension of the "natural role" of female nurturing. Having women staff the schools made it possible for the states to pay lower salaries, which budget-minded governments welcomed.

**F.** The increased education increased **literacy**, or the ability to read. Where there was universal schooling, by 1900 most adults could read. In countries like Serbia and Russia, where there was no universal schooling, almost 80 percent of adults could not read in 1900.

**G.** Increased literacy helped spread newspapers. In London, for example, millions of copies were sold each day. Often they were sensationalistic, with gossip and gruesome stories of crime.

### V. New Forms of Leisure

**A.** The Second Industrial Revolution allowed people to pursue more leisure activities. These entertained people and distracted them from the realities of their work lives.

**B.** The industrial system gave people time like evenings and weekends to pursue fun after work. Amusement parks gave people new experiences and showed them new technology. Team sports developed, and public transportation allowed the working class to attend games and other leisure venues.

**C.** The new mass leisure differed from earlier popular culture. Earlier festivals and fairs had depended on community participation. The new forms of leisure were standardized for more passive audiences. Amusement parks and sports were essentially big business to make profits.