

The Emergence of Mass Society

Chapter 11 Section 2

Jason Hauck



I. The New Urban Environment

- A. With the emergence of a mass society, housing and public sanitation in the cities were two areas of great concern.
- B. With few jobs available in the countryside, people from rural areas migrated to cities to find work in the factories.
 - 1. As a result, more and more people lived in cities.
 - 2. In industrialized nations, cities grew tremendously.
 - a. Between 1800 and 1900, the population in London grew from 960,000 to 6,500,000.

c. On the advice of reformers, city governments created boards of health to improve housing quality.

1. City building inspectors were authorized to inspect dwellings for public health hazards.
 - a. New buildings were required to have running water and internal drainage systems.



D. Clean water and an effective sewage system were critical to public health.

1. A system of dams and reservoirs stored the water.

a. Aqueducts and tunnels then carried water from the countryside to the city.

2. Gas and electric heaters made regular hot baths possible.

3. Cities built underground pipes that carried raw sewage far from the city for disposal.

a. Frankfurt, Germany featured the slogan "from the toilet to the river in half an hour."



II. Social Structure of Mass Society

- A. At the top of European society stood a wealthy elite.
 - 1. 5 percent of the population, but 30 to 40 percent of the wealth.
- B. The middle class consisted of several groups at varying economic and social levels.
 - 1. The upper-middle class was a middle group that included lawyers, doctors, members of the civil service, business managers, engineers, architects, accountants, and chemists.
 - 2. Beneath this solid and comfortable middle group was a lower-middle class of small shopkeepers, traders, and prosperous farmers.

C. The Second Industrial Revolution produced a new group of white-collar workers between the lower-middle class and the lower classes.

1. Included salespeople, bookkeepers, telephone operators, department store salespeople, and secretaries.

D. The European middle classes believed in hard work, which was open to everyone and guaranteed positive results.

1. Etiquette books became bestsellers among the middle classes.

- E. Below the middle classes on the social scale were the working classes or lower classes.
 - 1. Made up almost 80 percent of the European population.
 - 2. Included landholding peasants, farm laborers, and sharecroppers.
- F. After 1870, urban workers began to live more comfortably.
 - 1. Reforms created better living conditions in cities.
 - a. A rise in wages, along with a decline in many consumer costs.
 - b. Due to strikes, workers had won the 10-hour workday with a Saturday afternoon off.

III. Women's Experiences

- A. 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.
- B. The Second Industrial Revolution opened the door to new jobs for women.
 - 1. There were not enough men to fill the relatively low-paid, white-collar jobs being created.
 - a. Women were hired as clerks, typists, secretaries, and salesclerks.

C. Government services also created job opportunities for women.

1. Women took jobs in education, health, and social services.

D. As the chief family wage earners, men worked outside the home.

1. Women were left to care for the family.
2. Marriage remained almost the only honorable and available career for most women.

E. Between 1890 and 1914, family patterns among the working class began to change.

1. Higher-paying jobs in heavy industry and improvements in the standard of living made it possible for working-class families to depend on the income of husbands alone.
2. By the early twentieth century, some working-class mothers could afford to stay at home.
 - a. Purchased new consumer products such as; sewing machines and cast-iron stoves.

F. Modern feminism, or the movement for women's rights, had its beginnings during the Enlightenment.

1. At this time, some women advocated equality for women based on the doctrine of natural rights.

- g. Some middle- and upper-middle-class women fought for and gained access to universities.
 - 1. Although training to become doctors was largely closed to women, some entered the medical field by becoming nurses.
 - a. Florence Nightingale and Clara Barton transformed nursing into a profession.



- H. By the 1840s and 1850s, the movement for women's rights expanded as women called for equal political rights.
1. They believed that suffrage, the right to vote, was the key to improving their overall position.
- I. Before 1914, women had the right to vote in only a few nations, such as Norway and Finland, along with some American states.



IV. Education and Leisure

A. Universal education was a product of the mass society of the late nineteenth and early twentieth centuries.

1. Between 1870 and 1914, most Western governments began to finance a system of primary education.
2. Boys and girls between the ages of 6 and 12 were required to attend these schools.

- B. The chief motive for public education was political.
 - 1. Giving more people the right to vote created a need for better-educated voters.
 - 2. Primary schools instilled patriotism.
- C. Compulsory elementary education created a demand for teachers, and most of them were women.
- D. The Second Industrial Revolution allowed people to pursue new forms of leisure.
 - 1. Evening hours, weekends, and a week or two in the summer—to indulge in leisure activities.
 - a. Amusement parks, dance halls, and organized team sports became enjoyable ways for people to spend their leisure hours.