

Chapter 21  
Economic Advance and Social Unrest  
1830-1850  
European History

**Key Topics**

- The development of industrialism and its effects on the organization of labor and the family
- The changing role of women in industrial society
- The establishment of police forces and reform of prisons
- Early developments in European socialism
- The revolutions of 1848

**Toward an Industrial Society**

**Britain's Industrial Leadership**

Natural resources, adequate capital, native technological skills, growing food supply, social structure that allowed considerable mobility, and strong foreign and domestic demand for goods had given Britain an edge in achieving a vast new capacity for production in manufacturing. It also allowed for higher quality goods to be produced faster at a lower cost. More markets were opened to Britain due to the French Revolution and Latin America independence. All of this allowed Britain to take a leading role in the Industrialization.

**Population and Migration**

Population grew through out Europe. By mid 1800's ½ the population in England lived in cities and ¼ of France and Germany's population lived in cities. Eastern Europe population remained mostly in rural areas. As more people migrated to the city the existing housing, water, sewers, food supplies and lighting were inadequate for the larger population. Crime increased due to lack of jobs and housing needs. In the countryside the enclosure movement, redistribution of land and the abolishment of serfdom reeked havoc on the ability to produce on farms. The Irish famine 1845-1847 was when a disease ruined the potato crop causing starvation and mass emigration to other countries.

**Railways**

The 1830-1840 were the great age of railway building. Stockton and Darlington line opened in England in 1825. Belgium and Germany started their railways in 1835. The French opened theirs in 1832. The railroads, canals, and improved roads meant people could leave their place of birth easier than before. The new and improved transportation also allowed for goods and raw material to be transferred at a faster and cheaper rate which results in the price of goods dropping allowing for more people to buy those goods. Railways represented investment in capital goods rather than consumer goods, which led to other capital investments, such as iron and ship making. These capital industries led to the formation of vast industrial fortunes that would be invested in new enterprises.

## **The Labor Force**

The work force was composed of some persons who were reasonably well off, enjoying steady employment and decent wages. The description of the labor force was no longer broken down to artisans, crafts people, factory workers, ect.

## **Proletarianization of Factory Workers and Urban Artisans**

*Proletarianization*-This term is used to indicate the entry of workers into a wage economy and their gradual loss of significant ownership of the means of production, such as tools and equipment, and of control over their conduct of their own trades. The factory owner provided the financial capital to buy materials, machinery and the factory while the workers labored for a wage. Factories also imposed regulations and expectations to their workers and if they workers failed to uphold these expectations they were fined, fired, and scolding. The Guild system allowed worker control over labor recruitment and training, the pace of production, the quality of the product and the price. In the 19<sup>th</sup> century legislation in various countries outlawed guilds. The masters (guild) now had to compete with factories and its capital. In order to compete with the factories Masters began to follow a practice in France called *confection* whereby all goods were produced in a standard size rather than by special order for the individual customer. Creating a standardize size required less skill to produce the final product which allowed the masters to try and lower the wages of its employees to compete with the factories. The attempt to lower the wage caused strikes. Because the work was no longer a specialty, migrant workers were willing to take the place of the artisans at a lower rate, displacing the artisan worker.

## **Working Class Political Action: The Example of British Chartism**

Artisans became the most radical political element in the European working class. They tried to find ways to protect their social and economic interest. *Chartism*- Political reform movement in Britain from 1838 to 1848, formed by the London Working Men's Association. The Charter demanded 6 reforms, male suffrage, annual election of the House of Commons, secret ballot, equal electoral districts, abolishment of property qualifications for members of the House of Common, and salaries to the members of the House of Common. These demands were rejected by the House of Commons; the association launched a nationwide campaign for its program, by striking and collecting signatures. The Chartist movement gradually disintegrated, but all of its program, except the demand for annual parliamentary elections, eventually became law.

## **Family Structures and the Industrial Revolution**

### **The Family in the Early Factory System**

Advancements in the textile industry allowed for machines to be used in the home, while preserving the family unit. As advances were made such as the water frame and the steam engine it allowed for the production of huge machinery placed in factories. By the 1830's the family was no longer producing cloth in their home instead they went to work in factories. Women's roles were reduced because the machines took over their specialty requiring women to take jobs that demand little to no skill, causing their income and value to decline. Factory owners choose to hire single women and children instead of men because the women and child would not form unions nor would they expect a high

wage. Some factory jobs such as management provide men with a high enough wage that their children did not have to work in the factory to help support their family.

Concern for Child Labor-By 1830's people began to become concerned with the plight of children labors. The English Factory Act 1833 forbade the employment of children under the age of 9, limited the workday of children age 9-13 to nine hours a day, and required these children to be given 2 hours of education a day paid pay the factory owners. The workday for adults and teenagers remained 12 hours. The education requirement began the process of removing nurturing and training from the home and family life to a school, where teachers not parents were in charged of their child's education. After the passage of the English Factory Act parents demanded a shorter workday so they could see their children. In 1847 parliament passed a law making the workday 10 hours.

Changing Economic Role for the Family- After Britain passed their laws regarding labor, other countries followed suit. The family unit was changing from the chief unit of production and consumption to just consumption. The wage economy meant that families were less closely tied together. Wages could be mailed so it allowed for children to move away from their family yet send money and supporting the family; however the bonds were soon broken. The following generations had children living longer with their parents so they can save money and marry and move into their own home.

### **Women in the Early Industrial Revolution**

The new industries took most of the productive work out of the home and allowed many families to live on the wages of the male spouse. This allowed for the concept of gender-determined roles in the home and in domestic life. Women became the domestic while men were the bread winners.

### **Opportunities and Exploitation in Employment**

Women in Factories- Unmarried women became employed in the factories. Those jobs required few skills than what required when they worked in the home production of textiles. The factories opened many job opportunities to women but the level and skill need was lowered. Women usually left the factory when they became married or birthed their first child.

Work on the Land and in the Home- By mid 1800's the factories accounted for less than half the employment for women. The largest group in France still worked the land and England they were domestic servants. The domestic cottage industry, made gloves, and special needlework employed a lot of women but took advantage of them. Women worked in sweet shops, low wages and were generally exploited. Women turned to crime and prostitution to make ends meet.

### **Changing Expectation in Working class Marriage**

As families and women moved to the city for jobs, it gave women more opportunities to find a man and to marry. Marriage also changed, it now meant a woman could leave the work force and lives off her husband's earnings. Women would take jobs, save her money for a dowry and once married give the money to her husband. Types of jobs available to women were factories were she would live in a dorm until marriage or she would become a domestic servant for a family.

### **Problems of Crime and Order**

As more people migrated into the cities, it caused crowding, higher unemployment, increase in crime and social disorder.

### **New Police Forces**

Two major views about containing crime and criminals emerged during the 19<sup>th</sup> century, prison reform and better system of police. The idea of a policed society emerged, which meant a paid and trained police force in charge of keeping order, protecting property and arresting criminals. It was believed crime may be prevented by having a visible presence of law enforcement.

### **Prison Reform**

Before 19<sup>th</sup> century European prisons were local jails or state prisons such as the Bastille. Hulks were prison ships where prisoners rowed until they died or released. Women, children, and men regardless of their infraction were housed together, where they resided in horrible conditions. Britain started to use transportation as a means to punish the guilty. Their criminals were sent to Australia as an alternative to prison. John Howard, Elizabeth Fry, and Charles Lucas exposed the horrible conditions in prison and demanded change. Soon crime was seen not as an assault on authority but as a character flaw of the criminal. Therefore the goal of imprisonment was to rehabilitate or transform the prisoner during incarceration. Europeans used the prison model of the United States. *Auburn system*- prisoners separated during the night but could associate during the day. *Philadelphia system*- prisoners were separated at all times. *Pentonville*- was a prison that separate and forbid its prisoners to see or talk to one another, in the belief that the prisoners would use that time to look inwards, however the silence caused mental breakdowns to occur. France created 60 prisons based off this model, and sent their worst criminals to Devil Island off the coast of South America.

### **Classic Economics**

Adam Smith *Wealth of Nations* dominated the discussions of industrial and commerce policy. People believed the government should play a limited role such as maintain currency, enforce contracts, have armed forces, protect property, impose low tariffs and taxes and leave the remainder of economic life to private initiative. They believed the government was corrupt and could not be trusted. Free enterprise would ensure the economic success of its nation.

### **Malthus on Population**

Malthus and Ricardo (economist) believed in laissez-faire and were pessimistic about the working class, he thought the more money the workers earned the more children they would have. In his *Essay on the Principle of Population* he believed that eventually the population would outstrip food supply which necessitated the need for contraception.

### **Ricardo on Wages**

Wrote *Principals of Political Economy 1817*, stated that the more a worker earns the more children are produced, however these children would grow up and enter into the work force causing an influx of labor resulting in the decline of the wage causing them to have less children, this cycle would continuously repeat its self.

### **Government Policies based on Classic Economist**

France and Britain's government support the idea of the economist. If people display enough energy they need not be poor. Germany states saw the advantage of abolishing internal tariffs which impeded economic growth and formed the Zollverein a free trading union, only Austria did not join. In Britain Jeremy Bentham used the idea of utilitarianism to create codes of scientific law that were founded on the principal of unity that is the greatest happiness for the greatest number. Poor Law Commission was established to ensure that being poor was not desired by having the poor receive government relief only by working in a work house, separated from their family and eating horrible food. It was believed people were poor because they were lazy. Britain also repealed the Corn Law which was a tariff on imported grain to Britain. The law was repealed because of the Irish famine and the need to import low priced grain to feed the starving Irish it also allowed Britain to lower its labor wage because with the decrease in the cost of grain would reduce the necessity of a high wage and therefore would then reduce the cost of manufacturing goods allowing it to be more competitive.

### **Early Socialism**

Early socialist supported productive capacity of industrialism, however they denied that the free market could adequately produce and distribute goods the way the classical economist claimed. The socialist saw mismanagement, low wages, misdistribution of goods and suffering from unregulated industrial system.

### **Utopian Socialism**

Utopian Socialist were visionaries and advocated for the creation of the ideal community. Saint-Simonianism- Count Claude Henri de Saint-Simon 1760-1825 was the earliest social pioneer. He believed private wealth, property, and enterprise should be subjected to administration other than its owners. A group of directors would direct individual activities to create social harmony.

Owenism- Robert Owens 1771-1858 was a firm believer in the environmentalist psychology of the Enlightenment. He organized the Grand National Union in attempt to draw all British trade unions into a single body and was unsuccessful. Owens also believed that the environment within which a person works can improve the success of the business, such as having a recreational facility and opportunities for employees children to receive an education.

Fourierism- Charles Fourier 1772-1837, he believed the industrial order ignored the human side of nature and advocated for the construction of communities called phalanxes. This community would be based mostly on agriculture and in free love, marriage should be under taken later in life. He also believed that people would be happier performing different task through out the day and not the same task.

### **Anarchism**

Anarchism, political theory that is opposed to all forms of government. Anarchists believe that the highest attainment of humanity is the freedom of individuals to express themselves, unhindered by any form of repression or control from without. They hold that the perfection of humanity will not be attained until all government is abolished and each individual is left absolutely free. One limitation on such freedom, however, is the

ban against injuring other human beings. From this limitation arises another: If any human being attempts to injure others, all well-meaning individuals have the right to organize against him or her, and the orderly class may repress the criminal class, although only by voluntary cooperation and not under any governmental organization.

The 19th-century French writer Pierre Joseph Proudhon is generally regarded as the father of the system of so-called philosophic anarchism.

### **Marxism**

Marx, Karl (1818-1883), German political philosopher and revolutionist, cofounder with Friedrich Engels of scientific socialism (modern communism), and, as such, one of the most influential thinkers of all times. *The Communist Manifesto* published in 1848 by Marx and Engels. They choose the name communist because they viewed themselves as more radical than the socialist. Marx theory was characterizes the modern world as the stage for a dramatic confrontation between the ruling bourgeoisie (the capitalists) and the downtrodden proletariat (the working class). Driven by the logic of capitalism to seek ever greater profit, the bourgeoisie constantly revolutionizes the means of economic production, the fulcrum of history. In so doing, it unwittingly sets in motion sociohistorical forces that it can no longer control, thus ironically calling into existence the class destined to end its rule—the proletariat. As the proletariat increases in number and political awareness, heightened class antagonism will, according to the Manifesto, generate a revolution and the inevitable defeat of the bourgeoisie

*Communism*, a concept or system of society in which the major resources and means of production are owned by the community rather than by individuals. In theory, such societies provide for equal sharing of all work, according to ability, and all benefits, according to need. Some conceptions of communist societies assume that, ultimately, coercive government would be unnecessary and therefore that such a society would be without rulers. Until the ultimate stages are reached, however, communism involves the abolition of private property by a revolutionary movement; responsibility for meeting public needs is then vested in the state.

### **1848: The Year of the Revolutions**

In 1848 a series of liberal and nationalistic revolutions erupted across the Continent. Severe food shortage, grain and potato harvest had been poor, there was a depression, unemployment was high; the system of poor relief was overburdened and living conditions were terrible. Revolutions of 1848 were a series of violent uprisings in European countries where legal attempts at economic and political change had proven unsuccessful. The revolutions were initiated by members of the middle class and nobility who began demanding constitutional and representative governments, and by workers and peasants who revolted against developing capitalist practices that were resulting in greater poverty. Participating in the revolutions were Poles, Danes, Germans, Italians, Czechs, Slovaks, Hungarians, Croats, and Romanians who demanded self-determination from the empires that dominated them. Although governmental changes achieved by the revolutions of 1848 were short-lived, the revolutions influenced the course of European government in the long term by undermining the concept of absolute monarchy and establishing an impetus for liberalism and socialism.

## **France: The Second Republic and Louis Napoleon**

Louis Philippe and his minister Guizot were a corrupt regime and organized a series of political banquettes. These banquettes were used to criticize and to demand political reform from the government. In 1848 the government forbade further banquettes and Guizot resigned from his post and the King of France Louis Philippe abdicated his throne due to public pressure.

### National Assembly and the Paris Workers

Led by Alphonse de Lamartine organized a provisional government. Liberals wanted a republican constitution, the working-class wanted a social and political revolution led by Louis Blanc. A new National Assembly was voted into office mostly conservative and moderates. The Assembly disbanded the new national workshop that was created by the provisional government to employ the unemployed to provide relief for thousand of workers. The National Assembly saw this as Socialist and in its attempts to close it resulted in the death of 400 people and hunting another 3000 down in street fighting.

Emergence of Louis Napoleon Napoleon III (1808-1873), emperor of the French (1852-1870), who revived the Napoleonic empire in the mid-19th century and led France to defeat in the Franco-Prussian War (1870-1871). He was originally voted into office and stage a coup to become emperor, more than 200 died resisting the coup and 26,000 were arrested and 10,000 persons who opposed the coup were sent to Algeria.

Frenchwomen in 1848 Women seized to demand reform for their social conditions. They joined women clubs that emphasized their rights. Because motherhood and child rearing are so important to society, women argued they must receive a better education, the right to work, economic security, equal civil rights, property rights and the right to vote. The women s efforts were defeated.

## **The Habsburg Empire**

Austria tried to resist the nationalist movement of reform and with the revolutions of 1848 Austria was afraid they were next.

Vienna Uprising- March 3 1848 Louis Kossuth attacked Austria domination of Hungary and called for Hungary's independence. Inspired by Kossuth speeches the students led a series of disturbances in Vienna. On May 17 the emperor and his court fled to Innsbruck. The government of Vienna now consisted of a committee of over 200 persons. The Hungarian diet abolished serfdom in March 1848 which smothered any threat to its empire because the serfs now did not have a reason to join the revolution.

Magyar Revolt- The Hungarian diet passed the March Laws which ensured equality of religion, jury trials, the election of a lower chamber, a relatively free press, and payment of taxes by the nobility. The Magyars wanted to establish a separate state with considerable local autonomy but still have Ferdinand as their emperor. To further the Magyar's course they decided to annex Transylvania, Croatia, and other eastern territories. The annexation would bring Romanians, Croatians, and Serbs under the Magyar government, this scared the other territories worrying that they would lose their identity under Magyar rule so they opposed the annexation.

Czech Nationalism- Czech nationalists demanded that Bohemia and Moravia be permitted to constitute an autonomous Slavic state within the empire. Under the leadership of Francis Palacky this first Pan-Slavic Congress issued a manifesto calling for the national equality of Slavs within the Habsburg Empire. All though they never made

statehood the prospect of a unified Slavic people freed from Ottoman and Habsburg control was still sought after and would eventually be one of the causes leading to WWI. Rebellion in North Italy- Habsburg government also faced a war in northern Italy. The revolution began in Milan on March 18 and was repressed by the Austria government.

### **Italy Republicanism Defeated**

The brief Piedmont-Austrian war of 1848 marked only the first stage of the Italian revolutions. In 1849 Piedmont forced Charles Albert to renew the war against Austria and was defeated. France worried about having a unified Italy and laid siege to Rome.

### **Germany: Liberalism Frustrated**

The revolutions also spread rapidly through Germany.

Revolution in Prussia- Large population disturbance had erupted in Berlin, however only a few people were killed when the troops cleared the place. The Prussian King called for a written constitution and moved towards a unified Germany. A three class voting system was put into place, all men were allowed to vote, however the men voted according to class arranged by the ability to pay taxes. The largest tax payers, who constituted 5% of the population elected 1/3 of the parliament.

The Frankfurt Parliament- On May 18, 1848 representatives from all the German states gathered in Saint Paul's Church in Frankfurt to revise the organization of the German Confederation. They intended to write a moderate liberal constitution for a unified Germany. The Liberals wanted free trade and economy, the working class wanted protection of the guilds to return which caused the two groups to be at odds with one another, which then allowed the conservative group to play each group. In the end the liberals were unable to unite Germany.