

Source A: Economic Data from Fordham University's "Modern History Sourcebook"

Output of Coal and Lignite - Selected Countries, Annual Averages

(in million metric tonnes)

	UK	France	Germany	Austria	Belgium	Russia
1820-4	17.7	1.1	1.2	0.1	-	-
1840-4	34.2	3.5	4.4	0.52	4.1	-
1860-4	86.3	10.0	20.8	4.1	10.2	0.04
1880-4	158.9	20.2	65.7	17.0	17.5	3.7
1900-4	230.4	33.0	157.3	38.8	23.3	17.3

Output of Pig Iron - Selected Countries, Annual Averages

(in thousand metric tons)

	UK	France	Germany	Austria	Belgium	Russia
1781-90	69	141	-	-	-	-
1825-29	669	212	90	85	-	164
1855-59	3,583	900	422	306	312	254
1875-79	6,484	1,462	1,770	418	484	424
1900-14	8,778	2,665	7,925	1,425	1,070	2,773

Growth of the Cotton Industry in Selected Countries

(Cotton Spindles - Selected Countries, Annual Total Figures [in 1000's])

	UK	France	Germany	Austria	Belgium	Russia
1834	10,000	2,500	626('36)	800	200	700 (1840)
1877	39,500	5,000	4,700	1,558	800	2,500
1913	55,700	7,400	11,186	4,909	1,492	9,212

How did industrialization impact the national economies of Europe?

Source B: “Account of a Woman Miner” from the Parliamentary Papers published in 1842

Betty Harris, age 37: I was married at 23, and went into a [coal mine] when I was married. I used to weave when about 12 years old; can neither read nor write. I work for Andrew Knowles, of Little Bolton (Lancs), and make sometimes 7 shillings a week, sometimes not so much. I am a drawer [someone responsible for carrying full tubs of coal and emptying them], and work from 6 in the morning to 6 at night. Stop about an hour at noon to eat my dinner; have bread and butter for dinner; I get no drink. I have two children, but they are too young to work. I know a woman who has gone home and washed herself, taken to her bed, delivered of a child, and gone to work again under the week.

I have a belt round my waist, and a chain passing between my legs, and I go on my hands and feet. The road is very steep, and we have to hold by a rope; and when there is no rope, by anything we can catch hold of. There are six women and about six boys and girls in the pit I work in; it is very hard work for a woman. The pit is very wet where I work, and the water comes over our clog-tops always, and I have seen it up to my thighs; it rains in at the roof terribly. My clothes are wet through almost all day long. I never was ill in my life, but when I was lying in.

My cousin looks after my children in the day time. I am very tired when I get home at night; I fall asleep sometimes before I get washed. I am not so strong as I was, and cannot stand my work so well as I used to.

What were the challenges of being a miner in the 19th century?

Source C: From “The 19th Century European Middle Class” by Jim Jones

The members of the new European middle class shared several assumptions.

1. Personal security and prosperity were the highest goals
2. The sum of everyone’s individual success led to the success of the society as a whole
3. Competition between humans stimulated them to do their “best” – to provide their best human effort
4. An open, fluid economy, unfettered by natural or government restrictions, offered the best possible environment in which to foster individual achievement

How did the rise of a new middle class influence European society?

Source D: An excerpt from *The Working Man's Companion* subtitled *The Results of Machinery, Namely Cheap Production and Increased Employment*. It was published in 1831

You are surrounded, as we have constantly shown you throughout this book, with an infinite number of comforts and conveniences which had no existence two or three centuries ago and those comforts are not used only by a few, but are within the reach of almost all men. Every day is adding something to your comforts. Your houses are better built, your clothes are cheaper, you have an infinite number of domestic utensils. You can travel cheaply from place to place, and not only travel at less expense, but travel ten times quicker than two hundred years ago.

How did industrialization impact people's daily lives?

Source E: From "The Great Exhibition" by Liza Picard

There were some 100,000 objects, displayed along more than 10 miles, by over 15,000 contributors. Britain, as host, occupied half the display space inside, with exhibits from the home country and the Empire. The biggest of all was the massive hydraulic press that had lifted the metal tubes of a bridge at Bangor invented by Stevenson. Each tube weighed 1,144 tons yet the press was operated by just one man. Next in size was a steam-hammer that could with equal accuracy forge the main bearing of a steamship or gently crack an egg. There were adding machines which might put bank clerks out of a job; a 'stiletto or defensive umbrella' – always useful – and a 'sportsman's knife' with eighty blades from Sheffield – not really so useful. One of the upstairs galleries was walled with stained glass through which the sun streamed in technicolour. Almost as brilliantly coloured were carpets from Axminster and ribbons from Coventry.

There was a printing machine that could turn out 5,000 copies of the popular periodical the *Illustrated London News* in an hour, and another for printing and folding envelopes, a machine for making the new-fangled cigarettes, and an expanding hearse. There were folding pianos convenient for yachtsmen, and others so laden with curlicues that the keyboard was almost overwhelmed. There was a useful pulpit connected to pews by rubber tubes so that the deaf could hear, and 'tangible ink' for the blind, producing raised characters on paper. A whole gallery was devoted to those elegant, sophisticated carriages that predated the motorcar, and if you looked carefully you could find one or two velocipedes, the early version of bicycles. There were printing presses and textile machines and agricultural machines. There were examples of every kind of steam engine, including the giant railway locomotives...In short, as the Queen put it in her Diary, 'every conceivable invention'.

What kind of items did Britain showcase at the Great Exhibition and how might people have reacted to them?

Source F: Below are two excerpts from the Sadler Report. In 1832, Parliament was considering a bill to limit the number of hours children could work in factories. Michael Sadler organized an investigation of child labor in textile mills to better understand the issue.

Sadler: What is the nature of your illness?

Hebergam: I have damaged lungs. My leg muscles do not function properly and will not support the weight of my bones.

Sadler: A doctor has told you that you will die within the year, is that correct?

Hebergam: I have been so told.

Sadler: Did he tell you the cause of your illness?

Hebergam: He told me that it was caused by the dust in the factories and from overwork and insufficient diet...

Sadler: To what was his (your brother's death) attributed?

Hebergam: He was cut by a machine and he died of infection

Sadler: Do you know of any other children who died at the R___ Mill?

Hebergam: There were about a dozen died during the two years and a half that I was there. At the L___ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip the flesh was ripped up the same as it had been cut by a knife. His hand was bruised, his eyes were nearly torn out and his arms were broken. His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live.

Sadler: Did the accident occur because the shaft was not covered?

Hebergam: Yes.

Sadler: What is your age?

Cooper: I am eight and twenty.

Sadler: When did you first begin to work in mills?

Cooper: When I was ten years of age.

Sadler: What were your usual hours of working?

Cooper: We began at five in the morning and stopped at nine in the night.

Sadler: What time did you have for meals?

Cooper: We had just one period of forty minutes in the sixteen hours. That was at noon.

Sadler: What means were taken to keep you awake and attentive?

Cooper: At times we were frequently strapped.

Sadler: When your hours were so long, did you have any time to attend a day school?

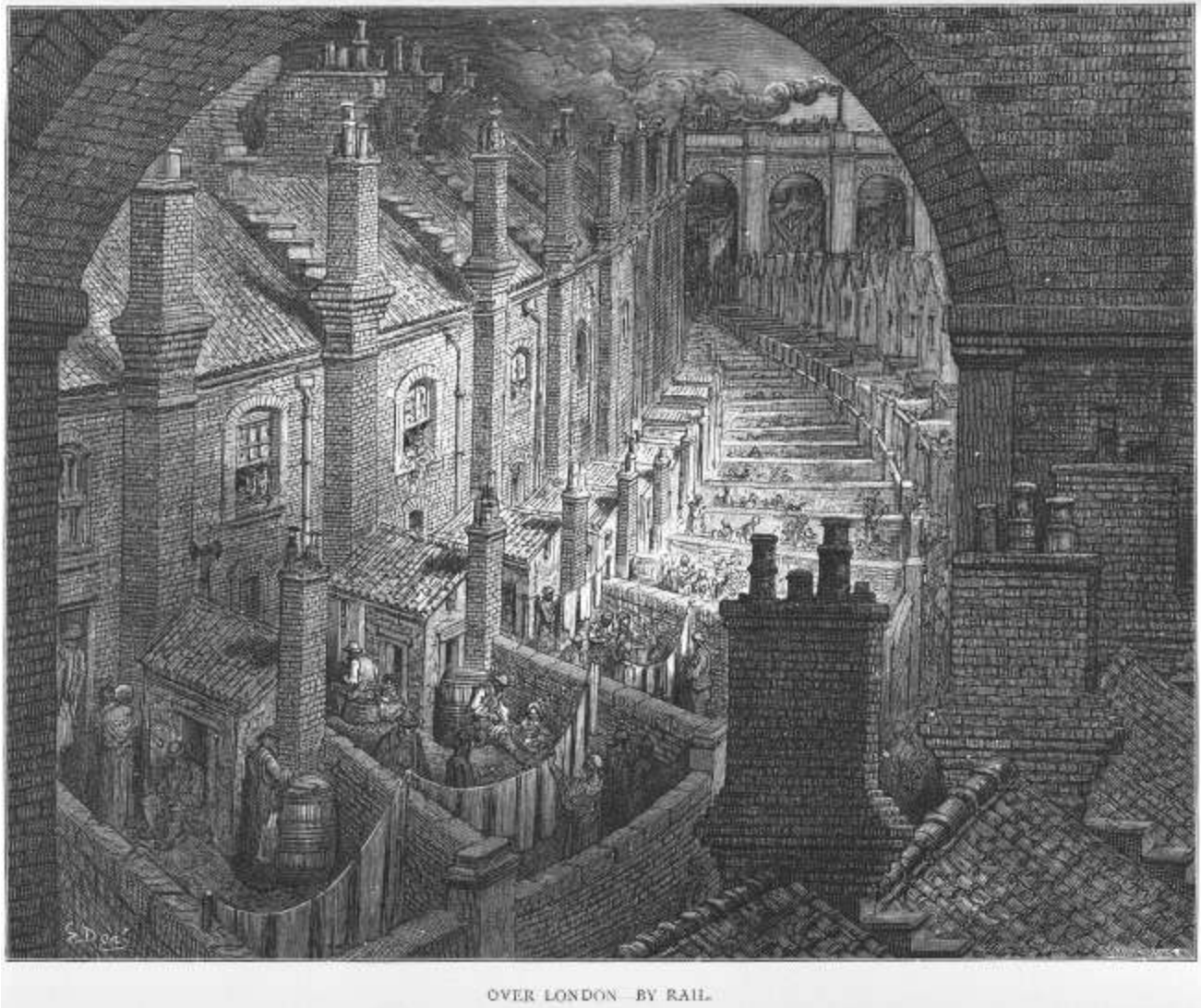
Cooper: We had no time to go to day school.

Sadler: Can you read and write?

Cooper: I can read, but I cannot write.

What were the consequences of factory work for these children?

Source G: French artist Gustave Doré depicts a typical working class slum in London (1870)



What does this image reveal about the living conditions of the working class?