

Notes: Chapter 25

- I. **The New Reading Public:** between 1850 and 1900, more people than ever before learned to read and write
 - A. Advances in Primary Education
 1. from the 1860's onward, one government after another undertook state-financed education
 2. focused on reading, writing, and arithmetic
 3. Why?
 - a. both liberals and conservatives regarded such minimal training as necessary for orderly political behavior
 - b. might help the poor help themselves (19th-Century Liberalism)
 4. State-financed secondary education would not occur until after WWI
 5. State-financed university education would not occur until after WWII
 - B. Reading Material for the Mass Audience: "Popularization of Knowledge"
 1. cheap mass-circulation newspapers (e.g., *Le Petit Journal* & the *Daily Mail*)
 2. advertisements: new products of the Second Industrial Revolution
 3. sensationalism
 4. pornography

- II. **Science at Mid-Century:** At mid-century, learned persons still regarded the physical world as rational, mechanical, and dependable. Scientific theory purportedly described physical nature as it really existed.
 - A. Auguste Comte (1798-1857) (*The Positive Philosophy*)
 1. Human thought had developed in three states:
 - a. theological stage: physical nature was explained in terms of the action of divinities and spirits
 - b. metaphysical stage: abstract principles were regarded as the operative agencies of nature
 - c. positive stage: explanations of nature became matters of exact description of phenomena (without recourse to an unobservable operative principle)
 2. thought positive laws of social behavior could be discovered ("Father of Sociology")
 - B. Scientists believed that could explain all of nature without resort to supernaturalism...
 1. there was a push for government support of scientific research and for inclusion of science in the schools and universities
 2. there was also a movement to link science and technology with industrialization and economic advancement
 - C. Charles Darwin (1809-1882)
 1. *Origin of Species* (1859)
 - a. natural selection: explained how species had changed or evolved over time ("survival of the fittest")

2. portrayed the world as a realm of flux and change (Shouldn't society, values, customs, and beliefs also change?)
 3. *The Descent of Man* (1871): applied the principle of evolution by natural selection to human beings--if true, neither the origin nor character of humankind on earth required the existence of a god
- D. Science and Ethics: Certain philosophers modeled theories of ethics on science.
1. Herbert Spencer (1820-1903)--*Social Darwinism* (evolutionary ethics)
 - 1) human society progresses through competition and only the strong survive
 - 2) used to justify not aiding the poor and to justify colonial domination
 2. Thomas Henry Huxley
 - a. chief opponent of evolutionary ethics
 - b. believed that the struggle in nature held no ethical implications (rather, it showed how human beings *should not* behave)
- E. Scientific Arrogance: occurred during the last half of the century
1. truly believed that they had discovered all that might be discovered
 2. the only issue for science in the future would be the extension of acknowledged principles and the refinement of measurement

III. **Christianity and the Church under siege:** The 19th century was one of the most difficult periods in the history of the organized Christian churches. The intellectual attack on Christianity arose on the grounds of its **historical credibility**, its **scientific accuracy**, and its **pronounced morality**.

A. History

1. David Friedrich Strauss (*The Life of Jesus*—1835)
 - a. questioned whether the Bible provided any historical evidence about Jesus
 - b. the story of Jesus was a myth...it represented the aspirations of the people of that time and place
2. The Bible as a book was written by many people over time (it was not divinely inspired)

B. Science

1. Charles Lyell (1797-1875)
 - a. geology studies indicated that the earth was much older than Biblical records indicated
 - b. also showed that natural causes were behind the development of the earth
2. Charles Darwin's theory of evolution cast doubt on creation

C. Morality

1. immoral biblical stories
2. character of the Old Testament God
 - a. cruel and unpredictable
 - b. did not fit well with the progressive, tolerant, rational values of liberals

3. morality of the New Testament God: sacrificed for his own satisfaction the only perfect being to walk the earth
 4. Friedrich Nietzsche (1844-1900)
 - a. portrayed Christianity as a religion of sheep that glorified weakness rather than the strength life required
 - b. “War and courage have accomplished more great things than love of neighbor.”
- D. Conflict Between the Church and State
1. Conflicts:
 - a. liberals: disliked the dogma and political privileges
 - b. nation-states: were suspicious of the supra-national character of the Catholic Church
 - c. education: Who should educate the public...church or state?
 - 1) Great Britain
 - a) Education Act of 1870: provided for the construction of state-supported schools run by elected school boards
 - b) Education Act of 1902: The government provided state support for both religious and non-religious schools...imposed the same education standards on each
 - 2) France: the conflict was greater because of a dual system of Catholic and public schools
 - a) Falloux Law of 1850: local priests provided religious education in public schools (Napoleon III)
 - b) Ferry Laws (1878-1886): replaced religious instruction in public schools with civic training
 1. indicative of the conflict between the Third Republic and the conservative Catholic Church
 2. separation of church and state
 - c) 1905: that Napoleon Concordat was terminated and the church and state were totally separated
 - 3) Germany: most extreme example of church-state conflict (1870's)
 - a) Bismarck: felt that the Catholic Church threatened the political unity of the new empire...
 1. 1870-1871: secularized education
 2. “May Laws” (1873): required priests to be educated in public schools and universities
 - a. state could veto the appointments of priests
 - b. disciplinary power was transferred from the Pope and church to the state
 3. used police to enforce these laws
 - b) *Kulturkampf* (“cultural struggle”): Bismarck’s struggle ultimately failed...got state control of education and civil laws governing marriage, but had provoked long-term Catholic resentment against the German state