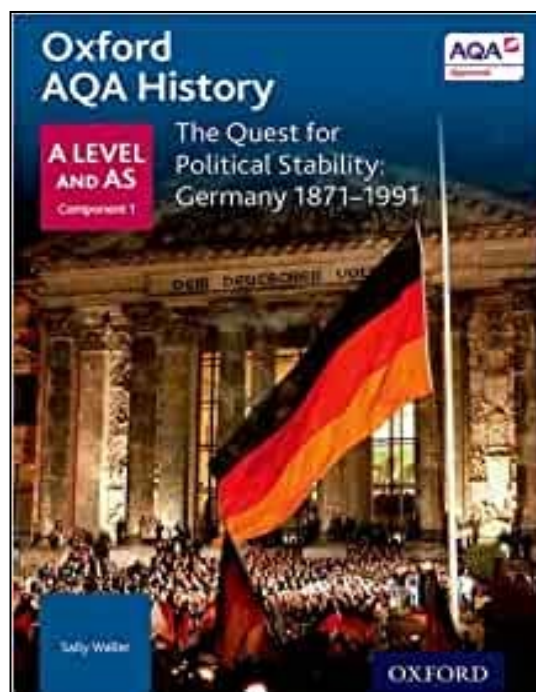
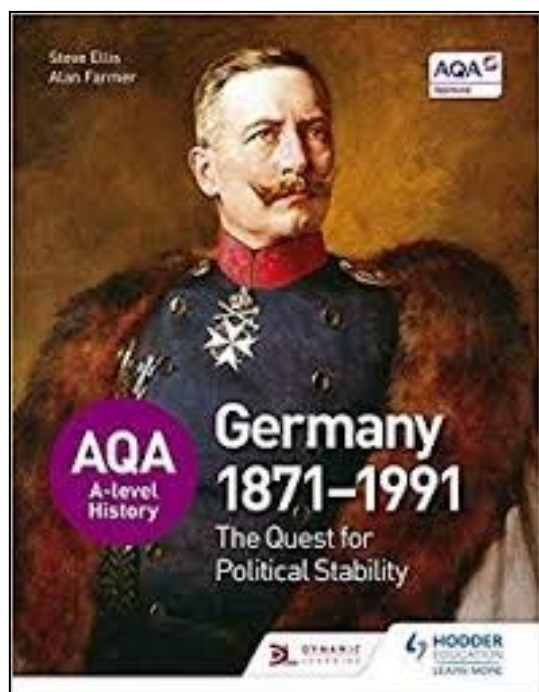


Barrow Hall College

AQA A-Level History



Germany Work Booklet

Unit 2: Wilhelmine Germany 1890 - 1914

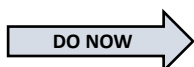
Name:

Class:

Teacher:

How to use your Germany Workbook

Use the icons in your work booklet to guide you.



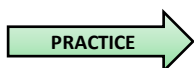
This is an activity for you to be getting on with independently as the lesson begins.



This is information you are being introduced to for the first time, make sure to read this as carefully as possible and highlight any key words or phrases.



These terms or phrases are key to understanding the topic we are studying make sure you know their meanings and that you feel comfortable using them.



This is your chance to work with the new information you are learning about, these short tasks will help develop your understanding of the topic of the lesson.



These short knowledge quizzes provide you with the opportunity to consolidate the key facts and figures from the lesson in one convenient place for revision.



At the conclusion of the lesson you will use this space to consider the enquiry question from the lesson and practice extended writing in your exercise book.

Lesson Topic: German political developments, 1890-1914	Completed	Assessment /25: _____ Grade_____
20. Kaiser Wilhelm II		Section B Question:
21. Wilhelmine Germany		<p>'The chancellors of Germany were successful in winning support in the Reichstag in the years 1890 to 1914'.</p> <p>Assess the validity of this view. [25 marks]</p>
22. Caprivi's 'new course', 1890-94		
23. Prince Hohenlohe, 1894-1900		
24. Weltpolitik		
25. Chancellor Bulow, 1900-09		
26. Chancellor Bethmann-Hollweg, 1909-17		
27. Chancellors overview		
WWW:		
26. Chancellor Bethmann-Hollweg, 1909-17		EBI:
27. Chancellors overview		
Lesson Topic: Political trends, 1890-1914	Completed	Assessment /30: _____ Grade_____
28. Historiography of Wilhelm II		Section A Question:
		Using your understanding of the historical context, assess how convincing the arguments in Extracts A, B and C are in relation to Kaiser Wilhelm II's rule in Germany from 1890 to 1914. [30 marks]
29. Assessment: Exam Lesson – Section A Question		WWW:
30. The development of parties and political opposition		
31. Kaiserreich by 1914		EBI:
Lesson Topic: Economic, social, cultural and ideological trends	Completed	Assessment /25: _____ Grade_____
32. Reasons for German economic success		Section B Question:
33. Old and new industries, agriculture & trade and wealth		<p>'The growth of the railway system was the key economic development in Germany in the two decades following unification'. Assess the validity of this view. [25 marks]</p>
34. Social context of Germany & class hierarchy		
35. The position of women		
36. Elitism and the culture of militarism		
37. The condition of the working people		
38. Ideas & ideology: anti-Semitism		
39. German culture		
40. The political, economic and social condition of Germany by 1914		WWW:
		EBI:
		Assessment /30: _____ Grade_____
		Section A Question:
		Using your understanding of the historical context, assess how convincing the arguments in Extracts A, B and C are in relation to changes in German society between 1871 and 1914. [30 mark]
		WWW:
		EBI:

Lesson 1: Who was Kaiser Wilhelm II?



LO: To know key features of Kaiser Wilhelm II's personality.

LO: To be able to evaluate how far Wilhelm II's upbringing prepared him for the role of Kaiser.

PRE-READ

According to historian Michael Balfour, Wilhelm was 'the copybook condemnation of the hereditary system'. This view may be over-harsh. Wilhelm did have some talents: a quick mind, an excellent memory and a charming manner. Unfortunately, his understanding of issues was often superficial and distorted by his own prejudices. He lacked powers of steady application and his moods and behaviour were liable to wild fluctuations. 'The Kaiser is like a balloon', said Bismarck, 'If you do not hold fast to the string, you never know where he will be off to'. The British King Edward VII, Wilhelm's uncle, was even more scathing. He described Wilhelm as 'the most brilliant failure in history'.

Arguably, Wilhelm's influence should not be exaggerated. His life was an endless whirl of state occasions, military manoeuvres, cruises and hunting trips. In the first decade of his reign he averaged 200 days per year travelling on official business or private recreation. His social and ceremonial duties meant that he was absent from Berlin for long periods and so he did not have command of the detail of the government's work. Accordingly, it is possible to claim that he did not determine the course of German policy.

Wilhelm II was the eldest child of Crown Prince Frederick and Victoria, eldest daughter of British Queen Victoria. He became *Kaiser* in 1888, following the deaths of his grandfather William I (in March) and his father Frederick I (in June). Most historians are of the view that Wilhelm was arrogant and overtly theatrical – a neurotic braggart, a romantic dreamer, a man who frequently changed his mind. One Austrian wit remarked that Wilhelm wanted to be the bride at every wedding, the stag at every hunt and the corpse at every funeral. Historian John Rohl, who has devoted his life to studying Wilhelm, calls him a 'boastful autocrat, militarist and racist'. Many scholars, convinced that Wilhelm was, at the very least, deeply disturbed, have spent a great deal of time trying to explain his personality.

- Wilhelm's breech birth delivery resulted in the partial paralysis of his left arm and damage to the balance mechanism in his ear. These physical problems, and the dreadful way in which they were treated, have prompted speculation about the possible psychological consequences for the young prince.
- Close attention has been paid to the strained relationship with his parents. During his adolescent years, he grew apart from them, opposing their liberal sympathies and preferring the company of his grandfather. He particularly enjoyed the regimental life of the military garrison at Potsdam. (His love of military ceremonial verged on the pathological.)
- Some have suggested that Wilhelm's self-assertive and erratic behaviour should be seen as symptoms of insanity, megalomania or sadism.
- More recently, he has been depicted as a repressed homosexual or (more likely) a sufferer from attention deficit disorder – a mental condition which reveals itself in volatile and irrational behaviour.

Kaiser Wilhelm II's 'sense of humour' bordered on the sadistic. He had been born with a limp left arm, and when shaking hands, he would sometimes turn the rings on his strong right hand inwards and clench the hand of his unwary guest so hard that it brought tears to their eyes. He loved childish pranks and games – chasing his elderly companions through the corridors of a ship, or, as reported on one occasion, cutting a general's braces with a penknife. Wilhelm also upset King Ferdinand of Bulgaria by slapping him hard on his behind, in public. In 1908 the 56-year-old General Hulsén, head of the military cabinet, was made to don a tutu for an impromptu post-supper ballet performance. Sadly he collapsed and died of a heart attack mid-dance.

Wilhelm had a strict upbringing in an attempt to force him to overcome his disabilities and he became inverted and emotionally disturbed. He painfully learnt the art of horse-riding and eventually became an able horseman and competent sailor. He was sent to Bonn University but learned more from military life with the Prussian Foot Guards and as a Hussar Colonel. He was possibly a repressed homosexual but he married Princess Auguste Viktoria of Schleswig-Holstein-Sonderburg-Augustenburg in 1881 and fathered six sons and a daughter.

What is indisputable is that Wilhelm proved to be a disaster not only for Germany but also for the rest of Europe. Given his indecision and limited ability, it is perhaps not surprising that, according to historian John Rohl, he surrounded himself with 'a deplorable bunch of advisers'. The result was a lack of progress in domestic affairs combined with an ill considered and aggressive foreign policy, culminating in the tragedy of the First World War.



Lesson 1: Who was Kaiser Wilhelm II?



LO: To know key features of Kaiser Wilhelm II's personality.

LO: To be able to evaluate how far Wilhelm II's upbringing prepared him for the role of Kaiser.

PRE-READ

1. What were Wilhelm II's key characteristics and personality traits?

2. What key events occurred in Wilhelm II's life?



3. How did his upbringing effect him later on in life?



Lesson 1: Who was Kaiser Wilhelm II?



LO: To know key features of Kaiser Wilhelm II's personality.

LO: To be able to evaluate how far Wilhelm II's upbringing prepared him for the role of Kaiser.

CONSOLIDATE

Key Knowledge Check

What did Bismarck describe the Kaiser as?	How many days per year did he spend travelling?	Who was his great grandmother?	When did he become Kaiser?	When did his father and his brother die?
What were the physical consequences of Wilhelm's birth?	Where did he go to university?	When did he get married?	How many children did he have?	What did he pursue whilst in power?

APPLY

Plenary: 3...2...1!

In **green pen**, can you give:

3 of Wilhelm's characteristics/ personality traits

2 key events that occurred in his life

1 explanation of how his upbringing prepared him for the role of Kaiser





Lesson 2: Who ruled in Wilhelmine Germany?



LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.



What can you remember about the German constitution?

Can you write down:

**3 political parties in
the Reichstag**

**2
responsibilities
of the Kaiser**

**1 role of
the Reichstag**



Lesson 2: Who ruled in Wilhelmine Germany?



LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.

NEW INFO

The Kaiser

The German constitution did grant the *Kaiser* extensive powers. He alone had the right to appoint and dismiss the Chancellor and his State Secretaries – completely independent of the *Reichstag*'s wishes. He regarded the *Reichstag* as the 'imperial monkey house'. Wilhelm claimed that 'there is only one Ruler in the *Reich* and I am he'. He believed that his accountability was to God alone. Given his constitutional powers, no major decision could be taken without his agreement. When he spoke, people, in and out of Germany, listened.

The German Chancellors

There were four Chancellors between 1890 and 1914:

- General Leo Caprivi (1890–94)
- Prince Chlodwig Hohenloe (1894–1900)
- Bernhard Bülow (1900–09)
- Theobald Bethmann-Hollweg (1909–17)

These men were essentially civil servants, not seasoned statesmen like Bismarck. They did not dominate the German political scene as decisively as Bismarck had done. They probably lacked Bismarck's talent. They certainly lacked his prestige and independence. William I had usually deferred to Bismarck, but Wilhelm II was determined to participate in the affairs of state. Political survival for the Chancellors was dependent on showing loyalty to Wilhelm and doing his will. This was far from easy when his personal involvement often amounted to little more than whimsical flights of fancy.

PRACTICE

	What were its roles/responsibilities?	How had it changed from Bismarck's Germany?
The Kaiser		
Chancellors		



Lesson 2: Who ruled in Wilhelmine Germany?



LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.

NEW INFO

The *Bundesrat*

The upper house of the national parliament, comprising men chosen by the various states, was essentially a conservative body. It had been at the centre of Bismarck's system. After 1890 it declined in influence. An increasing number of bills were first discussed by the main political parties and then introduced in the *Reichstag* rather than in the *Bundesrat*.

The *Reichstag*

While the *Reichstag* could discuss, amend, pass or reject government legislation, its power to initiate new laws was negligible. No party or coalition of parties ever formed the government of the day. Even a vote of no confidence in the Chancellor had minimal effect. Thus, although Germany had universal male suffrage, the *Kaiser's* authority in many areas was impervious to popular control.

PRACTICE

	What were its roles/responsibilities?	How had it changed from Bismarck's Germany?
The Bundesrat		
The Reichstag		



Lesson 2: Who ruled in Wilhelmine Germany?



LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.

NEW INFO

Right-wing parties

On most issues Wilhelm and his governments could rely on the backing of the right-wing parties: the Conservatives, the Free Conservatives and the National Liberals. However, after 1890 the voting strength of these parties was in decline. In 1887 they won over 50 per cent of the popular vote: by 1912 their share of the vote was down to 26 per cent. Consequently, the imperial government had to find support from other parties if legislation was to be ratified.

The Social Democrat Party (SPD)

The Wilhelmine era saw the meteoric rise of the Social Democrat Party (SPD). Liberated by the lapse of the Anti-Socialist Law in 1890, the SPD appealed to Germany's growing industrial working class. In 1893 it won 11 per cent of the popular vote. Extremely well organised, the Party won 28 per cent of the vote in 1912, becoming the largest party in the *Reichstag*.

The SPD was far from united. In 1891 it adopted an uncompromising **Marxist programme** to overthrow the Wilhelmine class system. However, many SPD members, who were committed to democratic socialism, favoured the Party's so-called **minimum programme**. Given that most SPD deputies talked in favour of revolution, the other political parties regarded the SPD as a force for evil.

PRACTICE

	What were its roles/responsibilities?	How had it changed from Bismarck's Germany?
Right-Wing Parties		
The SPD		



Lesson 2: Who ruled in Wilhelmine Germany?



LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.

NEW INFO

Interest groups

In the 1890s professionally led interest groups became powerful. Some were economic **lobby groups** like the Agrarian League. There were a huge variety of trade unions. There were also nationalist pressure groups. These included the **Pan-German League**, the Navy League and the Colonial Society. These organisations were a symptom of escalating political participation, especially on the part of the middle class.

The states

While the 25 federal states retained control over many domestic matters, imperial authority inexorably gained at the expense of that of the states. This happened not only because of Germany's greater role on the world stage, but because domestically the functions of the *Reich* government expanded, while those of the states remained static. The social insurance schemes were *Reich* measures. Tariffs were *Reich* issues. So were military and naval matters. Urbanisation, better communications, the influence of education and military service eroded provincial isolation and helped to bring about the beginnings of a German identity. The great issues of the day were German, not state, issues.

PRACTICE

	What were its roles/responsibilities?	How had it changed from Bismarck's Germany?
Interest Groups		
The States		



Lesson 2: Who ruled in Wilhelmine Germany?



LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.

NEW INFO

Prussia

Prussia was easily the *Reich's* largest state. Its state parliament, the *Landtag*, elected by a three-class male suffrage system which gave disproportionate political weight to the rich, remained a bastion of conservative interests. German chancellors, with the exception of Caprivi, were also prime ministers of Prussia. This dualism meant that, while as imperial chancellors they had often to pursue a liberal policy, as Prussian prime ministers they had to respond to a conservative majority.

The army

Bismarck had fought hard to keep the military under political control. His successors, however, found it hard to stand up to the military chiefs, who frequently had Wilhelm's support. Civilian ministers were not consulted when the General Staff drew up its war plans. War, declared Count Schlieffen, head of the General Staff from 1891 until 1906, was too serious a business to be left to politicians. Most of Germany's civilian leaders agreed: they did not question the expertise of Schlieffen or his master-plan in the event of war a plan of which most German politicians were unaware.

By 1913 the German army was 800,000 strong; the reserve officer corps was 120,000 strong. The army was no longer so Prussian dominated or aristocratically led as it had been under Bismarck. Most officers were now from the middle class. Nevertheless, in 1913 over half the officers of the rank of colonel and above were aristocrats. Officers were selected not by competitive examination, but by regimental commanders who tended to pick men of like mind and background. Bourgeois officers aped the ways of their aristocratic brothers-in-arms. The army thus remained a right-wing force whose officers often regarded 'mere' civilians with contempt. Most civilians, by contrast, admired military virtues and had great faith in the army as an institution. The special status of the army was a major stumbling block to modernisation of the political system.

PRACTICE

	What were its roles/responsibilities?	How had it changed from Bismarck's Germany?
Prussia		
The Army		



Lesson 2: Who ruled in Wilhelmine Germany?

LO: To know key features of Kaiser Wilhelm II's government.

LO: To be able to evaluate the power structure of Wilhelmine Germany.



CONSOLIDATE

Key Knowledge Check

What did the Kaiser describe the Reichstag as?	Name the 4 chancellors	Who did he think he was accountable for?	After 1890 what happened to the Bundesrat?	By 1912 what % of the vote was related to Right Wing Parties
How much of the vote did the SPD win in 1912?	Name an interest group	Who stayed as the largest state?	Who was head of the General staff from 1891-1906?	How big was the Germany army by 1913?

APPLY

Who do you think really ruled Wilhelmine Germany?

Success Criteria:

Learning Outcome	Grade C	Grade B	Grade A
I can evaluate who really ruled in Wilhelmine Germany	Identify and explain an institution that you think ruled Wilhelmine Germany	Give a precise historical example of their roles/powers	Evaluate your reason as to why your chosen institution ruled Wilhelmine Germany
Sentence starters	<i>To a large extent,...was the institution that really ruled Wilhelmine Germany. This was because...</i>	<i>For example, a key role was...</i>	<i>Therefore the institution of...really ruled Wilhelmine Germany because...</i>



Lesson 3: How successful was Caprivi's 'new course'?

LO: To know key features of Caprivi's 'new course'.

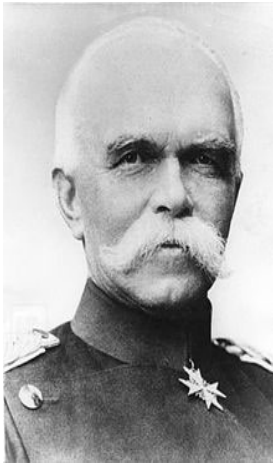
LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.



What qualities will a new chancellor need to have to work with Wilhelm II?

Make a **list** of the **qualities** they will need to have.

Remember: Bismarck had been Chancellor for 19 years from 1871 to 1890 so will have a high reputation to take over from.





Lesson 3: How successful was Caprivi's 'new course'?



LO: To know key features of Caprivi's 'new course'.

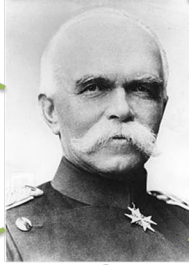
LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.



Leo von Caprivi

In his first major speech he declared that he was ready to steer a 'new course' that involved a more consultative approach to government and a conciliatory attitude to previously hostile forces

middle-aged soldier with a good administrative record but little political experience



hoped to stand above parties and particular interests

Wilhelm had singled out Caprivi because he thought him an amenable character who would do what he was told

Served in the wars of German unification and was Chief of the Imperial Admiralty from 1883 until 1888

Intelligent man and held mildly progressive views



Which characteristics made Caprivi a good choice to take over as Chancellor?





Lesson 3: How successful was Caprivi's 'new course'?



LO: To know key features of Caprivi's 'new course'.

LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.



How successful was Caprivi's 'new course'?

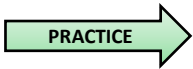
Social reform

In his first few weeks as Chancellor, Caprivi went out of his way to make concessions to socialists, Poles and Centrists. For example, the anti-socialist laws were allowed to lapse and schools in Polish-populated Prussian areas were allowed to use the Polish language for teaching purposes.

Conciliation proved successful. Caprivi was thus able to rely on *Reichstag* support to push through a number of social measures in 1891:

- Sunday work- was prohibited.
- The employment of children under thirteen was forbidden.
- Women were forbidden to work more than eleven hours a week.
- Courts, with representatives from both sides of industry, were set up to arbitrate in industrial disputes.

Caprivi's social reforms were generally welcomed by the working classes, socialists, industrialists, Zentrum and Liberals. However, they were opposed by the conservative Prussian landowners and the circle of aristocrats known as the camarillo.



Key details of main events	How successful was he? (Evaluation)



Lesson 3: How successful was Caprivi's 'new course'?



LO: To know key features of Caprivi's 'new course'.

LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.



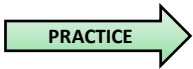
How successful was Caprivi's 'new course'?

Tariff reform

The most important single measure Caprivi put before the *Reichstag* was a bill to reform the 1879 Tariff Act. Prompted by wheat shortages that had led to a rise in food prices, Caprivi negotiated a series of commercial treaties with Austria, Italy, Russia and a number of smaller states between 1891 and 1894. Germany agreed to reduce tariffs on agricultural imports in return for favourable rates for German manufactured goods.

The Agrarian League

Although most parties supported tariff reform, the Conservatives opposed it. So did the Agrarian League. Formed in 1893, the League, which soon had 300,000 members, became an effective and well-organised pressure group. An anti-Semitic, rabble-rousing movement, it won widespread support in eastern Prussia. It mounted a virulent anti-Caprivi propaganda campaign, denouncing him as a socialist, bent on ruining wheat producers. It also agitated for subsidies, import controls and minimum prices to protect German farmers.



Key details of main events	How successful was he? (Evaluation)



Lesson 3: How successful was Caprivi's 'new course'?



LO: To know key features of Caprivi's 'new course'.

LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.

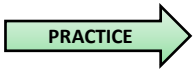


How successful was Caprivi's 'new course'?

The army bill

Caprivi angered the right further by reducing the period of military service from three to two years and to allow the Reichstag to discuss the military budget every five years instead of every seven years. He also alienated the left by introducing an army bill that increased the peacetime army strength by 84,000 men. To the Conservatives this was a humiliating surrender. When the army bill was defeated, Caprivi dissolved the Reichstag. In the 1893 election, the Conservatives and National Liberals improved their position and the new Reichstag passed the army bill.

The Kaiser feared that Germany might one day have to face a war against France, which remained bitter about the loss of Alsace-Lorraine, and Russia, which had been allied to Germany in Bismarck's time but developed closer relations with France after 1890. Schlieffen, the German Chief of Staff, drew up his 'Schlieffen Plan' in 1892; a military strategy to use in the event of a two-front war. For this plan to be effective, the army reserve had to be expanded. Wilhelm demanded that Caprivi win approval for higher taxes to support this increased military expenditure, even though details of the plan were not given to the Reichstag.



Key details of main events	How successful was he? (Evaluation)



Lesson 3: How successful was Caprivi's 'new course'?



LO: To know key features of Caprivi's 'new course'.

LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.

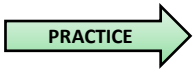


How successful was Caprivi's 'new course'?

Caprivi's fall

Wilhelm's enthusiasm for social reform barely survived Bismarck's fall. Conservative opposition to the 'new course' reinforced Wilhelm's growing doubts about Caprivi's political suitability. Worried by the SPD's success in 1893 (the party won 44 seats) and frightened by a series of anarchist outrages across Europe (including the stabbing to death of French President Sadi Carnot in 1894), Wilhelm pressed Caprivi to draw up new anti-socialist measures. Aware that the *Reichstag* would not tolerate such a step, Caprivi refused.

Wilhelm and Prussian Minister-President Count Eulenburg now devised a bizarre plan to change the constitution, increasing the *Kaiser's* power at the expense of the *Reichstag*, and going on to crush socialism. Caprivi managed to talk Wilhelm out of such a course of action. However, having lost the *Kaiser's* confidence, Caprivi resigned in October 1894. Caprivi complained: 'My relations with the All Highest have become intolerable. You cannot imagine how relieved I will feel to get out of here'.



Key details of main events	How successful was he? (Evaluation)



Lesson 3: How successful was Caprivi's 'new course'?

LO: To know key features of Caprivi's 'new course'.

LO: To be able to evaluate how successful Caprivi was as Chancellor between 1890 and 1894.



CONSOLIDATE

Key Knowledge Check

What year was Caprivi able to push through a social measures?	What was the Camarillo?	What two groups opposed Caprivi's socialist reforms?	Between what years did Caprivi introduced tariff reform?	Who opposed the tariff reform?
How many members did the Agrarian league have?	What was military service reduced to?	What was the peace time army increased by?	What did Caprivi refuse to do in 1893?	When did Caprivi resign?

APPLY

How successful was Caprivi's 'new course'?

Mark an 'x' by the number that you think best answers this question (1 being very unsuccessful).

Underneath the 'x' write a PEEE paragraph explaining why you have this view.



Sentence starters:

To a large extent, Caprivi's 'new course' was successful/a failure. This was because... For example, in 189... Therefore, Caprivi's 'new course' was largely a success/failure because...



Lesson 4: How successful was Chancellor Hohenlohe?



LO: To know key features of Prince Hohenlohe's reign as Chancellor.

LO: To be able to evaluate how successful Prince Hohenlohe was as Chancellor from 1894 to 1900.

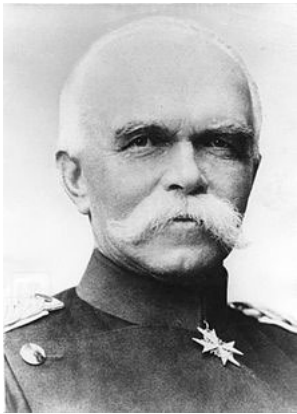


What can you remember about Chancellor Caprivi?

3 social reforms created by
Caprivi

2 changes he
made to the army

1 reason why
Caprivi
resigned





Lesson 4: How successful was Chancellor Hohenlohe?



LO: To know key features of Prince Hohenlohe's reign as Chancellor.

LO: To be able to evaluate how successful Prince Hohenlohe was as Chancellor from 1894 to 1900.



Prince Hohenlohe

The government was dominated by men who were more closely in tune with the direction of policy desired by the Kaiser rather than by Hohenlohe



75-year-old Bavarian aristocrat of mildly liberal views

Became little more than a figurehead

Although he had limited political experience, he was prepared to combat the 'Socialist threat'

He admitted he was a mere 'straw doll' for the Kaiser

Catholic that disliked the Zentrum



Complete the table below, explaining what each key phrase means

Key Term	Definition
Sammlungspolitik	
Weltpolitik	



Lesson 4: How successful was Chancellor Hohenlohe?



LO: To know key features of Prince Hohenlohe’s reign as Chancellor.

LO: To be able to evaluate how successful Prince Hohenlohe was as Chancellor from 1894 to 1900.

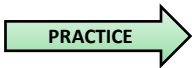


Reactionary rule

Between 1894 and 1895 the governments in Germany and Prussia took strong action against potential revolutionaries and subversives. SPD offices in Berlin were ransacked and party leaders were put on trial. Prussians suspected of sympathising with socialism lost their jobs. Wilhelm advocated the forcible repression of the SPD. Hohenlohe tried to do as the Kaiser asked and introduced two bills to curb Socialist ‘subversion’ – the 1894 Subversion Bill and the 1899 Anti-Union Bill. But the *Reichstag* rejected all efforts to pass an antisocialist law. Since conservative representation had fallen between 1893 and 1898, they were unable to carry the measures. By 1897 a state of deadlock existed between the government and the *Reichstag*, much as in the last years of Bismarck’s rule. The government would not introduce legislation acceptable to the *Reichstag* majority, and the majority refused to accept bills presented by the government.

Without the protection of ‘ministerial clothes’, as Bismarck had warned, the Crown was increasingly exposed to the storm of public criticism. In conservative circles in 1897 there was talk of the former chief of the General Staff, General Waldersee, staging a military coup and overthrowing the constitution. Nothing came of this.

In 1898 Wilhelm insisted, in a speech made while he was on army manoeuvres, that anyone who called a strike or prevented someone else from working had to be imprisoned with penal servitude. The Hard Labour Bill, subsequently introduced in the *Reichstag* on Wilhelm’s orders and largely drafted by him, was rejected by a huge majority. Wilhelm declared that ‘matters will not improve until the troops drag the Social Democratic leaders out of the *Reichstag* and gun them down’. When the Berlin tram workers went on strike in 1900 Wilhelm telegraphed the city commandant: ‘I expect at least five hundred people to be shot when the troops intervene’. Thankfully, this did not happen.



Key details of main events	How successful was he? (Evaluation)



Lesson 4: How successful was Chancellor Hohenlohe?



LO: To know key features of Prince Hohenlohe's reign as Chancellor.

LO: To be able to evaluate how successful Prince Hohenlohe was as Chancellor from 1894 to 1900.

NEW INFO

Re-organisation of the government

In 1897 there were three new government appointees:

- Admiral Tirpitz became Navy Secretary.
- Count Posadowsky-Wehner became Interior Minister.
- Bernhard Bülow became Foreign Minister.

In addition, two long-serving figures, Friedrich Holstein, a senior official in the Foreign Office and Johannes Miquel, Prussian Finance Minister, began to assume even greater prominence. The emergence of this new team coincided with a new policy: *Weltpolitik*.

Weltpolitik

Bismarck thought of Germany as a continental European power. While he had no objection to overseas colonies, he did not regard them as a priority and had no desire to alienate Britain. Bülow and Tirpitz had a different vision of Germany's future. This vision, supported by Wilhelm and many ordinary Germans, was *Weltpolitik*. The decision to pursue *Weltpolitik* after 1897 was a vital moment in German history.

The Kaiser increasingly ignored his Chancellor and domestic affairs and became more interested in *Weltpolitik* – an expansionist foreign policy including colonial expansion and the development of the navy. Wilhelm's court circle, which included Admiral von Tirpitz, the Naval Secretary appointed in 1897, believed that *Weltpolitik* had the power to unite people of different backgrounds and so overcome the difficulties that government was facing in the Reichstag.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 4: How successful was Chancellor Hohenlohe?



LO: To know key features of Prince Hohenlohe's reign as Chancellor.

LO: To be able to evaluate how successful Prince Hohenlohe was as Chancellor from 1894 to 1900.

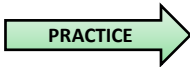


Sammlungspolitik

Wilhelm's circle favoured a policy of concentration (a continuation and development of the Sammlungspolitik of Bismarck's later years, involving an 'alliance of steel and rye'). They deliberately fostered nationalist sympathies in direct opposition to socialism and the demands of the working class. This policy was encouraged and supported by several right-wing pressure groups that emerged from the 1890s, which lobbied ministers, sought influence in the Reichstag, and used the press and 'modern' advertising techniques to spread their views. Led by influential elites with wealth and contacts and supported by members of the middle-class – and even some peasantry – these groups had an influence disproportionate to their actual membership.

<p>Industrialists' League</p> <p>Established 1895 Members from manufacturing and export industries Favoured high tariffs to promote exports Aims:</p> <ul style="list-style-type: none"> • To protect manufacturing interests • To promote exports 	<p>Navy League</p> <p>Set up 1898 Membership c.500,000 Aims:</p> <ul style="list-style-type: none"> • To promote naval expansion • To develop popular support for the navy • To put pressure on Reichstag to pass naval bills • To promote the growth of colonies
--	--

A disagreement between the Kaiser and Hohenlohe over colonial policy provided Hohenlohe with an excuse to resign. He was probably glad of the opportunity to escape his unpredictable master and the quarrelsome Reichstag.



Key details of main events	How successful was he? (Evaluation)



Lesson 4: How successful was Chancellor Hohenlohe?



LO: To know key features of Prince Hohenlohe's reign as Chancellor.

LO: To be able to evaluate how successful Prince Hohenlohe was as Chancellor from 1894 to 1900.



Key Knowledge Check

Which groups leaders were put on trail between 1894-5?	What did Wilhelm advocate?	When was the Subversion bill suggested?	When was the anti-Union bill suggested?	Why was neither bill unsuccessful?
Who was Admiral Tirpitz?	What is Weltpolitik?	When was the industrialists league established?	When was the Navy League established?	How many members did the Navy League have?



How successful was Hohenlohe's Chancellorship?

Mark an 'x' by the number that you think best answers this question (1 being very unsuccessful).

Write a PEEE paragraph explaining why you have this view.



Sentence starters:

To a large extent, Hohenlohe's Chancellorship from 1894 to 1900 was successful/a failure. This was because... For example, in 189... Therefore, Prince Hohenlohe's Chancellorship was largely a success/failure because...



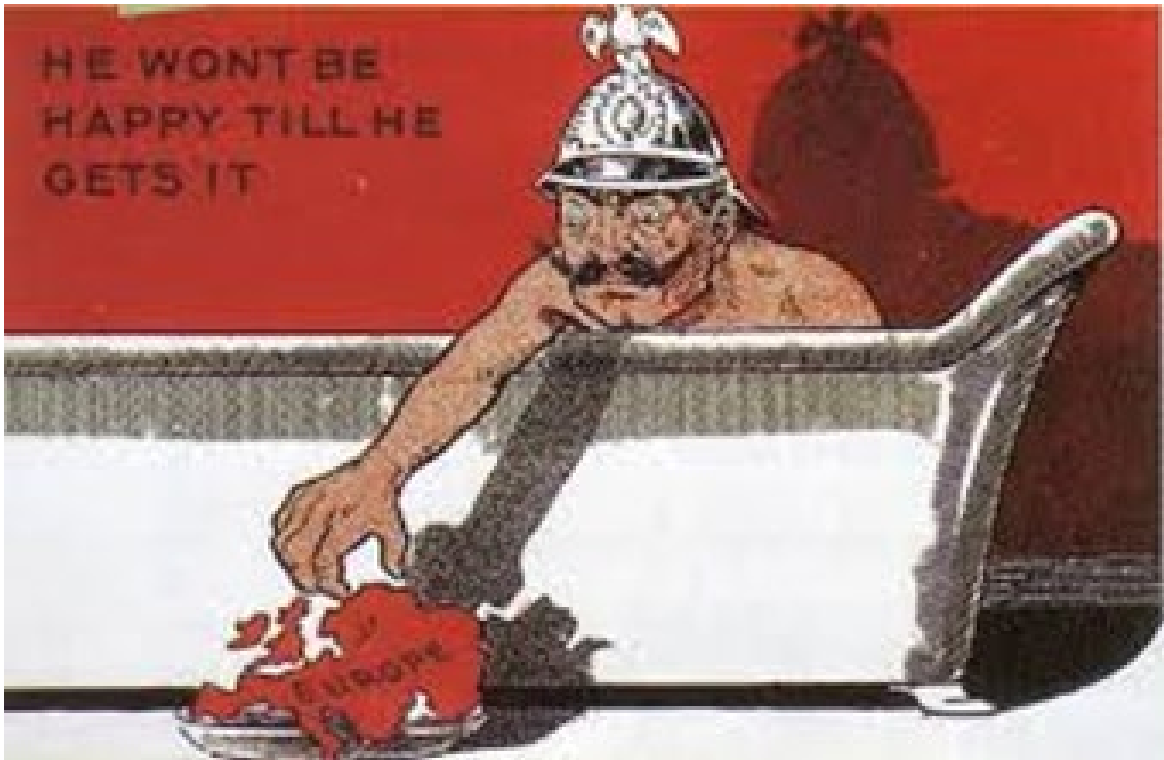
Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?

LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.



Analyse the cartoon below, What is the message? Whose opinion is it?





Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.

NEW INFO

Weltpolitik

Bismarck thought of Germany as a continental European power. While he had no objection to overseas colonies, he did not regard them as a priority and had no desire to alienate Britain. Bülow and Tirpitz had a different vision of Germany's future. This vision, supported by Wilhelm and many ordinary Germans, was *Weltpolitik*. The decision to pursue *Weltpolitik* after 1897 was a vital moment in German history.

Structuralist historians think that the ruling class embarked on *Weltpolitik* hoping to rally support around the *Kaiser* and divert attention away from the socialist threat at home. However, the view that *Weltpolitik* was simply a manoeuvre in domestic politics is too simplistic. There were powerful forces at work in Germany that contributed to the new policy:

- Industrialisation had created economic demands for the acquisition of raw materials and markets beyond Europe.
- German nationalists believed that Germany's survival as a leading nation necessitated a more active world policy.
- Pressure groups like the Pan-German League and the Navy League popularised the message of *Weltpolitik* and exerted pressure on the government to pursue the policy to the full.

Weltpolitik was a deliberate attempt to make Germany into a world power on a par with Britain. This meant expanding Germany's navy, creating a large colonial empire and supporting Germany's economic interests across the globe. Wilhelm declared that henceforward no major colonial issue must be decided without Germany having a say in it.

The fact that Wilhelm II was a passionate supporter of *Weltpolitik* was crucial. This may have arisen from his love-hate relationship with Britain. Revenging himself on his mother's native land seems to have become something of an obsession with him. (He loathed his mother.) 'The English', he promised, 'will be brought low someday.'

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
Weltpolitik	



Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.

PRACTICE 1

Which forces in Germany contributed to pursuing Weltpolitik?

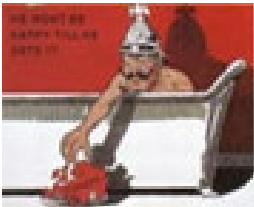
In the outline of the icon write key words to remind you.



PRACTICE 2

Why did Kaiser Wilhelm II and the elites want to pursue Weltpolitik?

In the outline of the icon write key words to remind you.





Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser’s Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.



German naval expansion

Wilhelm believed passionately that Germany’s future lay on the high seas. He was dissatisfied with a fleet only ranked seventh in terms of size in the world when Germany’s foreign trade was almost equal to Britain’s. Tirpitz was given the task of building the navy. The German navy was to be a direct challenge to Britain – the lever which would be used to force Britain to respect Germany. This was a serious miscalculation. Britain felt threatened, but was not prepared to be intimidated. Nor would Britain allow Germany to be its equal. Britain’s navy and colonies were the basis of its commercial power and security. It seems not to have occurred to Wilhelm or Tirpitz that:

- Germany needed British support against the threat from Russia and France
- Britain might look for support elsewhere.

The anti-parliamentarian Tirpitz needed the *Reichstag* to provide the money to build his ships. In an effort to gain *Reichstag* support for naval expansion, he was instrumental in the creation in 1898 of the Navy League. Supported by financial backing from key industrialists, like Alfred Krupp, a great iron and steel magnate who had an obvious interest in the construction of a big navy, it soon dwarfed all the other nationalist groups, with a membership in excess of 300,000. The League drummed up popular support for naval expansion. This, in turn, put pressure on the *Reichstag*. The 1898 Naval Bill, which proposed building sixteen major ships, was finally carried by 212 votes to 139. The bill was opposed by some on the right and some on the left: the right thought the money would be best spent on the army; the left opposed any increase in military spending. In 1900 a second bill, which proposed building three battleships a year for the next six years, was passed by an even larger majority than the first.



Complete the table below, explaining what each key phrase means

Key Term	Definition
Reichstag	
1898 Naval Bill	



Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.

PRACTICE 1

Why was Germany's challenge to Britain's naval dominance such a mistake?

In the outline of the icon write key words to remind you.



PRACTICE 2

Explain the political situation surrounding German Naval expansion.

In the outline of the icon write key words to remind you.





Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.

NEW INFO

German foreign policy 1890–1914

The *Reichstag* had very little influence over foreign affairs. German foreign policy was very much the preserve of the *Kaiser* and his chancellors. After 1890 there was a major re-orientation of policy. Wilhelm II was determined to be his own man in foreign affairs. Convinced that he had been called as an instrument of God to lead the German people into a glorious new era, he believed that the 'feminine' Latin and Slav races had become degenerate and that the future belonged to the 'masculine' Protestant Germanic races. He had no coherent strategy, however, to achieve his aim of German supremacy.

By 1914 Europe was divided into two blocs: the Central Powers (Germany and Austria-Hungary) and the Triple Entente (France, Russia and Britain). German policy-makers over the previous two decades were largely to blame for this state of affairs. They had first driven France and Russia together. Then, by constructing a large fleet, they had driven Britain into the arms of France and Russia. Thus, by 1914 Germany faced the prospect of a war on two fronts.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
Foreign Policy	
Alliance System	



Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.

PRACTICE 1

What was Kaiser Wilhelm II's view on foreign policy?

In the outline of the icon write key words to remind you.



PRACTICE 2

What was the situation in Europe by 1914?

In the outline of the icon write key words to remind you.





Lesson 5: Why did Wilhelm II pursue a policy of Weltpolitik?



LO: To know key features of the Kaiser's Weltpolitik policy.

LO: To be able to evaluate reasons why Wilhelm pursued a policy of Weltpolitik.

CONSOLIDATE

Key Knowledge Check

Which groups leaders were put on trail between 1894-5?	What did Wilhelm advocate?	When was the Subversion bill suggested?	When was the anti-Union bill suggested?	Why was neither bill unsuccessful?
Who was Admiral Tirpitz?	What is Weltpolitik?	When was the industrialists league established?	When was the Navy League established?	How many members did the Navy League have?

APPLY

Using your work on **Hohenlohe** last lesson and your work on **Weltpolitik** today, write a **summary answer** to the **question below**:

To what extent did Wilhelm II personally rule Germany from 1894 to 1900?

Success Criteria:

Learning Outcome	Grade C	Grade B	Grade A
I can evaluate how far Wilhelm personally ruled Germany from 1894 to 1900	Identify and explain whether Wilhelm II personally ruled Germany or not	Give a precise historical example	Evaluate why Wilhelm did/did not personally rule Germany in this time period
Sentence starters	<i>To a large extent, Wilhelm II did/did not personally rule Germany from 1894 to 1900. This was because...</i>	<i>For example, in 189... Wilhelm II...</i>	<i>Therefore, Wilhelm II did/did not play a huge personal role in ruling Germany during this time because...</i>

Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.



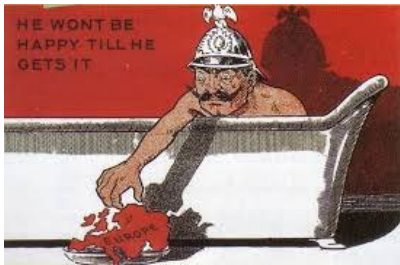
What can you remember about *Weltpolitik*?

Can you write down:

3 key individuals who took part in *Weltpolitik*

2 laws that were passed through the Reichstag

1 reason why Wilhelm pursued *Weltpolitik*



Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.

NEW INFO

Count Bernhard von Bulow

He was the first Chancellor that the Kaiser really trusted

Was an aristocratic Junker, civil servant and diplomat.



Served as foreign secretary (1897-1900), favouring an adventurous foreign policy and colonial expansion

Earned nickname of 'the eel'

He was groomed for office by Wilhelm's inner circle

He went out of his way to flatter the Emperor, visiting him every morning

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
Junker	
Colonial Expansion	

Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.



NEW INFO

Social reform

By 1900 it was clear that repressive measures had failed to retard the growth of socialism. Interior Minister Posadowsky resumed, in effect, Caprivi's 'new course', introducing a series of measures designed to win working-class support. These included:

- an extension of accident insurance (1900)
- a law making industrial courts compulsory in all large towns (1901). These courts adjudicated in disputes between employers and employees.
- an extension of the prohibition on child labour (1903).

Other reforms also resulted from Socialist pressure. These included the introduction of the secret ballot in 1904 and the establishment of payment for Reichstag deputies in 1906, which permitted lower middle and working-class men, with no other income, to put themselves forward as deputies. However, as well as these reformist measures, there was repressive action against the Poles and other minorities and an increase in **anti-Semitism**.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.



NEW INFO

Tariffs

The renewal of Caprivi's commercial treaties was an issue of great controversy. While left-wing parties called for lower tariffs to reduce the price of bread, the Agrarian League demanded higher tariffs. Bülow worked successfully for a compromise. By a huge majority, the *Reichstag* restored tariffs to the pre-1892 level. Popular opposition to higher tariffs helped the SPD to win nearly a million extra votes and 26 extra seats in 1903. The Centre Party remained the largest party and continued to hold the balance of power in the *Reichstag*.

Bulow abandoned the aggressively anti-socialist aspect of *Sammlungspolitik*, but still tried to win support by appealing to patriotism. In 1902, a new tariff law restored duties on agricultural products and a few key manufactures. This increased revenue for the developing navy (pleasing industrialists) and pleased the agrarian interest, although it fell short of what the Agrarian League had demanded.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.



NEW INFO

Financial problems

The mounting costs of maintaining the army, expanding the navy and running the empire resulted in a large budget deficit. In 1905 Bülow proposed a two-pronged attack on the deficit by proposing an increase in indirect taxes and an inheritance tax. The Centre Party and the SPD voted down the indirect taxes, which would have hit ordinary Germans hard. The Conservatives and the Centre Party weakened the inheritance tax so as to make it financially insignificant.

By 1905, relations between Bulow and the Kaiser were no longer as harmonious as they had been. Bulow had failed to control the Reichstag and win the approval needed for the Kaiser's increased military spending. The income raised by the new tariff laws proved insufficient, but when he tried to force increased taxes, Bulow was opposed not only by the SPD but also by the Zentrum, whom he had relied on in the past. He resorted to a small tax on legacies in 1906, which both the SPD and Zentrum supported, but this met with hostility from the Conservatives and Bundesrat.

The **National Debt** had doubled between 1900 and 1908. The Conservatives and Agrarian League favoured increased taxation on consumer goods to solve the problem, but the Socialists and Progressive Liberals wanted an increase in property and **inheritance taxes**. The Progressives also pressed for constitutional reform.

Bulow's finance bill of June 1909 was defeated by a combination of Conservatives, Zentrum, Progressive Liberals and Socialists.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?



LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.

NEW INFO

The 1907 election

Bülow's government was criticised for its handling of a revolt of the Hottentots and Hereros (rebel tribes) in German South-West Africa in 1904–05. The revolt was crushed but subsequent revelations of brutality, corruption and incompetence in the colony encouraged the Centre Party to ally with the SPD and others in December 1906 to vote against the government's proposal to provide extra money for colonial administration.

In 1907 Bülow, determined to bring the Centre Party to heel, dissolved the *Reichstag*. In the ensuing **Hottentot election**, pro-government parties did well, campaigning on a nationalistic, anti-socialist and anti-Catholic ticket. While the election was a disaster for the SPD (the Party lost almost half its seats), the Centre Party made modest gains due to the fear of many Catholics of another *Kulturkampf*. The Conservatives, Free Conservatives, National Liberals and Left Liberals now came together in a coalition known as the 'Bülow Bloc'. Bülow removed ministers objectionable to the Bloc. Posadowsky, nicknamed 'the red count', for example, was dismissed and replaced by Bethmann-Hollweg, a conservative bureaucrat. The Bloc, however, was always fragile. Most Conservatives preferred to cooperate with the Centre Party than ally with the Left Liberals with whom they had little in common.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

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NEW INFO

The Eulenburg affair

In 1906 journalist Maximilian Harden began to publish a series of articles exposing a number of homosexuals who had high positions in the German army. In 1907 Harden made similar insinuations about Wilhelm's best friend Prince Philipp zu Eulenburg. Eulenburg, one of Wilhelm's main advisers and a man who had been particularly influential in government appointments, was accused of using his castle at Liebenberg for regular meetings of homosexuals. Male homosexual acts were an offence of the 1871 criminal code and there were a series of sensational trials. The trials of Eulenburg and Kuno Moltke (another homosexual and close friend of Wilhelm) in July 1908 made it apparent that there was an extensive ring of homosexuals at the German court. As far as is known, Wilhelm never took part in any homosexual acts, but he had often shared a room with Eulenburg and the latter boasted in court that he had had no secrets from Wilhelm during their intimate friendship which had lasted over two decades. Chancellor Bülow was in danger of being dragged into the scandal. He too was homosexual and had Eulenburg to thank for his rapid rise in Wilhelm's favour.

In 1907 Wilhelm broke off all contacts with Eulenburg and Moltke, in effect condemning them in the public eye. He was clearly shaken by the lurid details of their relationship, which were revealed daily in the courts and published widely across Europe. The scandal left Wilhelm severely depressed. It also seriously damaged his reputation both at home and abroad.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?



LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.

NEW INFO

The Daily Telegraph affair

Another major crisis occurred in the autumn of 1908 following an article in Britain's *Daily Telegraph* newspaper in which Wilhelm expressed his wish for closer relations with Britain. The tone of Wilhelm's remarks were typically ill-considered and tactless. Wilhelm had given the text of the article to Bülow for perusal but he had left the matter to an underling in the Foreign Office who had passed it for publication. The *Kaiser* was savagely attacked in the press, not least by Harden who suggested he should abdicate. *Reichstag* deputies questioned Wilhelm's right to make such important policy statements and there was suddenly clamour for constitutional changes to reduce the *Kaiser's* power. Bülow, who was responsible for clearing Wilhelm's article before publication, was in a difficult position. Caught between loyalty to Wilhelm and the demands of the *Reichstag*, he distanced himself from the views expressed in the article. He secured a promise from the *Kaiser* that constitutional formalities would in future be properly respected. Wilhelm's declaration mollified the *Reichstag* opposition and the crisis ended without leading to constitutional change.

Meanwhile Wilhelm went hunting with his friend Carl Furstenberg. During one evening of 'entertainment', the chief of the Civil Cabinet, Count Dietrich von Hulsén-Haeseler, died of a heart attack while dancing in front of Wilhelm in a ballerina's tutu. When news of the death was made public, the *Kaiser's* tottering reputation was further damaged.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?



LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.

NEW INFO

Bülow's fall

Wilhelm's trust in Bülow had been fatally weakened by the *Daily Telegraph* affair. He determined to be rid of him and did not have long to wait. As naval and colonial expenditure continued to mount, the budget deficit increased. To cover the deficit, Bülow introduced a finance bill increasing indirect taxation (opposed by the SPD) and the inheritance tax (opposed by Conservatives). The Centre Party, determined to have its revenge on Bülow for his actions in 1906–07, supported the Conservative stand. When the Chancellor's budget proposals were rejected by the *Reichstag* in 1909, Wilhelm secured Bülow's resignation.

PRACTICE

Key details of main events	How successful was he? (Evaluation)

Lesson 6: How successful was Chancellor Bulow?

LO: To know key features of Bulow's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bulow was between 1900 and 1909.



CONSOLIDATE

Key Knowledge Check

What did Posadowsky resume?	When was the secret ballot introduced?	Who restored tariffs to pre 1892 levels?	How many extra seats did the SPD win by 1903?	In 1905 what did Bulow proposed to reduce debt?
The New Course	1904	Bulow	26	Indirect Taxes Inheritance tax
What had doubled between 1900-08	What grouped pushed for constitutional reform?	What was the 1907 election known as?	In 1906 what did Harden reveal?	What affair damaged the Kaisers reputation?
The National Debt	The Progressives	Hottentot election	A number of homosexuals in the Germany Army	The Daily Telegraph affair

APPLY

How successful was Bulow?

Write a PEEE paragraph explaining why you have this view.



Sentence starters:

To a large extent, Bulow was/was not successful as Chancellor from 1900 to 1909 with his domestic affairs. This was because... For example, in 190... Therefore, Bulow's Chancellorship was largely a success/failure because...



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.



- Write down three questions you would like to ask about this cartoon.
- Leave a line under each question to write the answer at the end of the lesson.



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

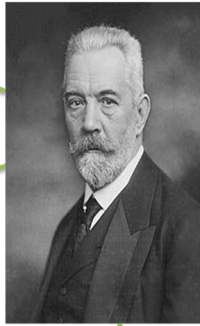
LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.



Theobald von Bethmann-Hollweg

Had to put up with constant demands from left-wing

Faced impossible task of reconciling a budget deficit with demands for increased military expenditure

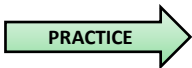


Was an aristocratic who served as Secretary for Internal Affairs from 1907 until 1909

Was intelligent, a careful administrator, and a man of honour

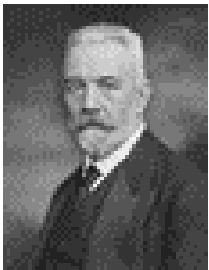
He was conservative in outlook and acknowledged his lack of experience in foreign and military affairs

Wilhelm II was pleased to finally have a chancellor that allowed him to take personal control over military and foreign affairs



Which characteristics made Bethmann-Hollweg a good choice to take over as Chancellor?

What challenges did he face?





Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

NEW INFO

Political problems

Theobald Bethmann-Hollweg, a bureaucrat who had worked his way up through the Prussian administration, now became Chancellor, even though he had little support in the *Reichstag*. His essential conservatism aligned him to the right-wing parties. His attempts to broaden his *Reichstag* support (by proposing limited reform of the Prussian constitution) only alienated his natural supporters. The 1912 elections further increased Bethmann-Hollweg's difficulties since there was a distinct shift to the left with the SPD and a group of Left Liberals winning 110 and 42 seats, respectively. The SPD now became the largest party in the *Reichstag*. Given that the new *Reichstag* was no longer dominated by the Conservative–Centre Party alliance, Bethmann-Hollweg had to rely on backroom deals and compromises to get support for government bills. Conservative parties denounced him for his weakness while the SPD demanded more reform.

For example, they pressed for a reform of the three-stage voting system of the Prussian Landtag in 1910, but the measure was defeated by a combination of Progressives (who did not think the proposed measure went far enough) and Conservatives. The introduction of universal male suffrage at 21 years in 1911 was passed, however.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

NEW INFO

Budgetary problems

Serious budgetary problems continued. In 1912–13 the problems of imperial finance and defence came to a head. Both the army and navy submitted major expenditure plans. Fortunately for Bethman-Hollweg the inheritance tax was finally accepted. Ironically, the tax was still opposed by the Conservatives – who supported the military measures – and supported by Socialists – who disliked military spending but were keen to set the precedent of a property based tax.

The new tax did not solve the fiscal crisis. By 1914 the *Reich* debt reached five billion marks. Given that indirect taxes were unpopular with the left and direct taxes unpopular with the right, there was no easy political solution.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

NEW INFO

The Prussian constitution

Although Conservatives were losing support in the *Reichstag*, in the Prussian *Landtag* (state parliament) their position was virtually unassailable. They controlled the upper chamber and usually had a majority in the lower house, which was still elected by the outmoded three-class system. In 1908 the SPD won 23 per cent of the vote in the Prussian elections but won only seven seats. The Conservatives, with 16 per cent of the vote, won 212 seats. This glaring injustice led to increasing demands for reform.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

NEW INFO

The SPD

SPD deputies remained divided between orthodox Marxists, who maintained their revolutionary agenda, and moderates who believed that the Party's role was to fight for the improvement of conditions by peaceful means within the framework of capitalism. Significantly, in 1913 SPD deputies supported the new taxes that Bethmann-Hollweg introduced to cover increased defence expenditure. While they might resent the injustice of the Prussian franchise, indirect taxes, which hit the poor proportionately more than the rich, and above all the high price of food, SPD deputies were aware that most SPD voters were patriotic and concerned about the perceived threat from Russia, France and Britain.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

NEW INFO

Nationalist associations

After 1912 the various nationalist associations (for example, the Pan-German League and the Navy League) became more vocal in their criticism of the German government for what they regarded as its weakness at home and abroad. By 1914 many extreme nationalists were anti-socialist, anti-Semitic and anti-parliamentarian. Many believed in Aryan superiority and dreamed of a new Bismarck who would be strong and ruthless, unafraid to pursue maelstrom of radical ideologies out of which Nazism would eventually emerge was already swirling powerfully well before the First World War', says historian Richard Evans.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

NEW INFO

The Zabern affair

Relations between Alsace-Lorraine and the rest of Germany were poor. There was considerable friction between the local populace and garrison troops. At Zabern, a small town in Alsace, a young officer made contemptuous remarks about Alsatian recruits that aroused indignation and led to several demonstrations. During one disturbance in November 1913 the commanding officer ordered his men to clear the streets. In the ensuing melee 28 citizens were detained overnight in the barracks. This led to public and official protests: only civilian courts and the police could interfere with the liberty of citizens; the army was acting above the law.

Rather than punish the soldiers concerned, Wilhelm ordered them to be sent away on manoeuvres. The affair rumbled on. The minister of war and Bethmann-Hollweg rejected criticism of the army on the grounds that commanding officers were responsible only to the *Kaiser* and certainly not to the *Reichstag*. The political opposition was so intense that there was a massive vote of no confidence in Bethmann-Hollweg in December 1913 (293 votes to 54). This had little effect: the Chancellor dismissed the vote as an empty gesture. While the Zabern affair underlined the power of the *Kaiser*, it also showed that he could not altogether ignore public opinion.

Party	1890	1893	1898	1903	1907	1912
German Conservatives	73	72	56	54	60	43
Free Conservatives	20	28	23	21	24	14
National Liberals	42	53	46	51	54	45
Centre	106	96	102	100	105	91
Left Liberals	76	48	49	36	49	42
Social Democrats	35	44	56	81	43	110
Minorities	38	35	34	32	29	33
Right-wing splinter parties	7	21	31	22	33	19
Total	397	397	397	397	397	397

▲ Figure 1 Reichstag election results 1890–1912. The numbers signify the number of seats won.

PRACTICE

Key details of main events	How successful was he? (Evaluation)



Lesson 7: How successful was Chancellor Bethmann-Hollweg?



LO: To know key features of Bethmann-Hollweg's reign as chancellor.

LO: To be able to evaluate how successful Chancellor Bethmann-Hollweg was between 1909 and 1917.

CONSOLIDATE

Key Knowledge Check

Who replaced Bismarck?	Who was the largest party in the Reichstag by 1912?	When was universal male suffrage introduced?	Who submitted major expenditure plans in 1912/13?	Why did the socialists support the inheritance?
How high was the Reich debt by 1914?	How many seats and % did the SPD win in the Landtag elections of 1908?	How many seats and % did the Conservatives win in the Landtag elections of 1908?	How many Alsations were detained in Zabern affair?	When was there a vote of no confidence in the Chancellor?

APPLY

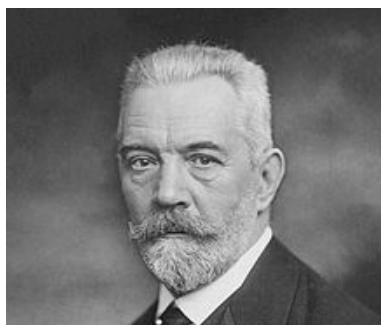
How successful was Chancellor Bethmann-Hollweg?

Write a PEEE paragraph explaining why you have this view.



Sentence starters:

To a large extent, Bethmann-Hollweg was/was not successful as Chancellor from 1909 to 1917 with his domestic affairs. This was because... For example, in 190... Therefore, Hollweg's Chancellorship was largely a success/failure because...



Lesson 8: Was Wilhelm II an absolute monarch?

LO: To know different interpretations of Kaiser Wilhelm II.

LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



Key word:

Absolute monarch = a king or emperor who has virtually absolute or total power and his will and decisions alone make the law.

Starter:

From the **knowledge** you have gained from this part of the topic, make your own **historical hypothesis** that you will return to at the end of the lesson.

To what extent was Wilhelm II an absolute monarch?

Draw the **spectrum** below into your books and write **2-3 sentences** giving your view.



I think that Wilhelm II was... This was because...



Lesson 8: Was Wilhelm II an absolute monarch?



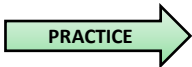
LO: To know different interpretations of Kaiser Wilhelm II.

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The structuralist view

From the 1960s the 'structuralist' school of historiography, led by Hans-Ulrich Wehler, sought to explain history through detailed examination of social, political and economic forces. They believed that the political life of Germany was determined by the economy, by the power structure and by class conflicts played out by various interest groups. Wehler and fellow structuralists claimed that Wilhelm II lacked the strength of character to determine a coherent and co-ordinated policy. He was, in Wehler's opinion, a 'shadow *Kaiser*'. Given the power vacuum, Wehler believed that Prussia's traditional **elites** – *Junkers*, army officers, leading civil servants and diplomats – exerted a dominating influence over German affairs. According to the structuralists, these elites were determined to maintain their power against the perceived threat of mass democracy. This prompted them to co-operate with the newly emerging leaders of industry and commerce. The structuralists claim that the elites set about imposing anti-democratic and anti-modern values on German society. In Wehler's view, for example, Germany's decision in the 1890s to undertake **Weltpolitik** was 'social imperialism' – an attempt to buttress the position of the elites by diverting the masses away from social and political reform and towards a populist acceptance of the *Kaiser* and the *Reich*.



Intentionalist argument – Kaiser was absolute monarch	Structuralist argument – Kaiser was 'Shadow Kaiser' (weak)



Lesson 8: Was Wilhelm II an absolute monarch?



LO: To know different interpretations of Kaiser Wilhelm II.

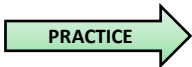
LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



The anti-structuralist view

While the elites did have a considerable influence in the Wilhelmine era, the structuralist interpretation is far too sweeping:

- It exaggerates the unity of purpose within the elites. The conception of the German nobility – or even the Prussian nobility alone – as a single class is nonsense.
- *Junker* influence was in decline, even in the army.
- *Weltpolitik* had little to do with social imperialism.
- Although most members of the German bourgeoisie – academics, clergymen, doctors, lawyers, engineers, bankers, merchants – feared revolution and opposed full democracy, this does not mean they took their cue from the elite.
- The notion that Wilhelm’s personality was irrelevant is mistaken. Historians like John Rohl have shown that the *Kaiser’s* power and influence were considerable when he chose to intervene. He intervened, to disastrous effect, in foreign policy. He also made all the key appointments, surrounding himself with advisors and cronies who bolstered his absolutist ambitions. As well as selecting his chancellors and chief ministers, he also appointed the heads of the civil, military and navy cabinets, who were responsible for all promotions and appointments in their respective departments. Whatever the structuralists may think, it is not for nothing that the period from 1890 to 1914 is called the Wilhelmine era.



Intentionalist argument – Kaiser was absolute monarch	Structuralist argument – Kaiser was ‘Shadow Kaiser’ (weak)

Lesson 8: Was Wilhelm II an absolute monarch?

LO: To know different interpretations of Kaiser Wilhelm II.

LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



NEW INFO

The role of the Reichstag and the struggle between autocracy and democracy

The disputes of the 1890 to 1914 period ultimately revolved around the issue of where power resided in the Empire. The 1871 constitution, which remained essentially unchanged until the war years, had placed final authority with the Kaiser. Wilhelm II had not only come to power determined to exert that authority; he had also maintained a very personal involvement in government, almost to the extent of over-stepping his constitutional position.

The Kaiser's decisions regarding the appointment and dismissal of chancellors, while breaking from the tradition established by Wilhelm I, were essentially constitutional. When a chancellor lost Wilhelm II's confidence, he was forced from office. However, there is controversy over Wilhelm's actions between 1897 and 1908, mainly during Bulow's time as Chancellor, when the Kaiser reached the peak of 'personal rule'. Whether his behaviour during this period was truly 'constitutional' is debatable. During these years he dictated policy and controlled all appointments, all legislation, and all diplomatic moves. While it could be argued that he was doing nothing more than the constitution allowed, his behaviour provoked considerable difficulties with the other essential cog in the constitution – the Reichstag.

Although the Reichstag could not itself introduce, or even amend, legislation, it nevertheless possessed a very important right: a Reichstag majority was necessary to approve or reject a law. Consequently, government could only work through a system of agreement – or at least compromise – between the Reichstag majority and the Kaiser's ministers. The deputies in the Reichstag saw this logic in reverse. If a majority in the Reichstag wanted a particular policy or law they felt that ministers should be prepared to respond to their views.

The obstruction of the Reichstag and the increasing separation between the 'Kaiser's government' and the demands of the masses – as reflected in the growing Socialist vote – made the 1871 constitution increasingly difficult to operate. The Reichstag might have been able to exert still more power had the political parties been able to cooperate more effectively together, but while they remained divided, chancellors had room for manoeuvre. However, the interference of Wilhelm II increased the pressure on his chancellors. Two incidents in particular suggested that the Kaiser views his autocratic powers very differently from the way his Reichstag saw them: the *Daily Telegraph* interview and the Zabern Affair.

PRACTICE

Intentionalist argument – Kaiser was absolute monarch	Structuralist argument – Kaiser was 'Shadow Kaiser' (weak)



Lesson 8: Was Wilhelm II an absolute monarch?



LO: To know different interpretations of Kaiser Wilhelm II.

LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



The *Daily Telegraph* interview and the Zabern Affair

In October 1908, the Kaiser gave an interview to the British newspaper, the *Daily Telegraph*. In this interview, he suggested that the Germans were anti-British and that he was personally restraining this sentiment. Bulow was given the opportunity to suppress the publication of the interview, but failed to do so. The Kaiser's reported interview worsened relations with Britain (the British believed him arrogant) and led to a furore in the German press. The Reichstag demanded curbs on Wilhelm's activities, forcing Wilhelm to give an undertaking to moderate his conduct in future. Bulow was made the scapegoat and resigned shortly afterwards, while the Kaiser grew more aloof. This left a 'political vacuum' at the top of government, which made the political situation even more chaotic.

In December 1913, the Kaiser again over-stretched himself in declaring his support for excessive military action in the Zabern Affair. Press reports of harsh recriminations against the citizens of Zabern in Alsace, who had protested against army behaviour, made it appear that Wilhelm was prepared to allow the military to do as it pleased with no respect for the rule of law. There was an outcry against militarism both in the Reichstag and across the country as a whole. The Kaiser's association with military figures increased the feeling that his government did not represent the wishes of the people. Bethmann-Hollweg also took the side of the Kaiser and the military.



Intentionalist argument – Kaiser was absolute monarch	Structuralist argument – Kaiser was 'Shadow Kaiser' (weak)

Lesson 8: Was Wilhelm II an absolute monarch?

LO: To know different interpretations of Kaiser Wilhelm II.

LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



NEW INFO

Section A Exam question

Using your understanding of the historical context, assess how convincing the arguments in Extracts A, B and C are in relation to Kaiser Wilhelm II's rule in Germany from 1890 to 1914. [30 marks]

- Section A of the exam paper is different from Section B (which we have already practised).
- Unlike Section B, it contains **extracts from the work of historians**.
- Significantly, this section tests different skills.
- In essence, **Section A tests your ability to analyse and evaluate different historical interpretations**.
- Therefore, you must focus on the interpretations outlined in the extracts.

Interpretations and evidence

- The extracts given in the exam will **contain a mixture of interpretations and evidence**.
- The mark scheme rewards answers that **focus on the *interpretations* offered by the extracts** much more highly than answers that focus on the *information or evidence* mentioned in the extracts.
- Therefore, it is important to **identify** the interpretations.
 - **Interpretations are a specific kind of argument**. They tend to make claims such as:

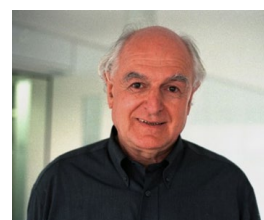
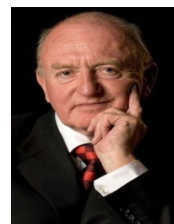
'Wilhelm II was an absolute monarch who personally ruled Germany from 1888 to 1914'.

- **Information or evidence tends to consist of specific details**. For example:

'In 1908, Wilhelm II gave an interview to the British newspaper, the *Daily Telegraph*.'

For **each extract** you must:

- Identify the **main argument(s)**
- Provide contextual knowledge to **corroborate** (support) the argument(s)
- Provide contextual knowledge to **contradict** the argument(s).



Lesson 8: Was Wilhelm II an absolute monarch?

LO: To know different interpretations of Kaiser Wilhelm II.

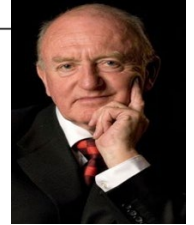
LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



NEW INFO

Extract A: From *Kaiser Wilhelm II* by J.C.G. Rohl, (Cambridge University Press), 2014

Kaiser Wilhelm II, imperious, impulsive, imbued with antiquated notions of the divine right of kings and of Prussia/Germany's God-given trajectory to greatness, while at the same time insecure and hypersensitive to perceived slights to his imperial dignity or his dynastic mission, was arguably the very last person who should have been entrusted with the immense powers of the Hohenzollern military monarchy at such a critical juncture in Germany's and Europe's history. Nevertheless, he stood at the apex of the *Kaiserreich's* policy-making pyramid for thirty years, from his accession at the premature death from cancer of his father in June 1888 to his ignominious flight into exile in the Netherlands in November 1918. All the generals and admirals, chancellors, ministers and ambassadors who served under him were appointed by him and dependent on his 'All-Highest favour' while in office. Wilhelm followed events at home and abroad with a nervous intensity that on occasions bordered on insanity, issuing orders and covering diplomatic dispatches with often furious diatribes, which have survived in their thousands in the archives. His own words and deeds mark him out as in many respects a forerunner of Hitler, not least in his vitriolic anti-Semitism in exile.



PRACTICE

Extract's main arguments	Knowledge to corroborate	Knowledge to contradict

Lesson 8: Was Wilhelm II an absolute monarch?

LO: To know different interpretations of Kaiser Wilhelm II.

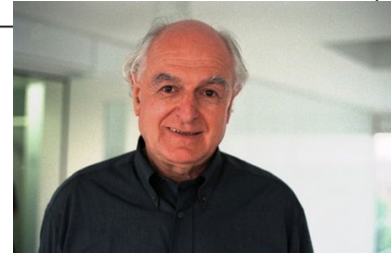
LO: To be able to evaluate how convincing each interpretation is based on my own knowledge.



NEW INFO

Extract B: Adapted from Hans-Ulrich Wehler, *The German Empire 1871-1918*, (1997)

The power pyramid lacked an apex (high point). In real terms and in terms of atmosphere, a power vacuum arose in Wilhelm II's Germany, which diverse personalities and forces tried to fill. Since neither they, nor the Reichstag, succeeded for any length of time in so doing, there arose in Germany, behind the facade of a personal regime, a permanent crisis of state which led to a number of rival power-centres. Wilhelm's attempt to be both Kaiser and his own Chancellor did not come about in constitutional terms, nor did Wilhelm II succeed in transforming the nature of government. He was personally incapable of ruling the Reich autocratically. It was not Wilhelm II who impressed his stamp on Reich policy but the traditional elites.



PRACTICE

Extract's main arguments	Knowledge to corroborate	Knowledge to contradict



Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

DO NOW

Can you list **3 aims/beliefs** of a **left-wing** person and the same for a **right-wing** person?

Label them around your **silhouette figure**.

Left-wing aims/beliefs:



Right-wing aims/beliefs:

The development of parties and political opposition

- **1890-1914** – saw huge increase in political activity – political parties, pressure groups and trade unions.
- **1890s = period when the ‘masses’ truly began to make their voice heard in German politics.**
- Kaiser saw all of this ‘popular’ activity as destructive.
- He was less averse to the demands of the military and right-wing nationalist pressure groups, because his **sympathies lay more firmly in their direction.**
- **Politics became increasingly polarised** (divided).
- This polarisation saw the **fragmentation (split) and decline of German liberalism** in the 1890s.
- **Wilhelm II always feared his empire might crumble from within.**



Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

NEW INFO

The Social Democratic Party

After 1890, the SPD grew phenomenally. The lapsing of the Anti-Socialist Laws and Caprivi's 'new course' (1890 to 1894) bolstered membership, particularly of skilled workers. Party conferences in Halle (1890) and Erfurt (1891) were well-attended. At the latter, a statement of party principles known as the 'Erfurt Programme' was drawn up. This demanded, among other measures, the abolition of class rule, equal rights, and the use of income tax, property tax and inheritance tax for government revenue; these were all Marxist principles.

However, in practice, the SPD became increasingly moderate in outlook. August Bebel and others developed the theory of 'gradual socialism' in order to achieve the Socialists' long-term goal of constitutional change. Even when the opportunity to challenge the country's leaders presented itself, as in the case of the Daily Telegraph interview (1908), the Zabern Affair (1913), or the government's desperate need for money for army bills in 1913, the socialists 'revisionists' still failed to exploit the opportunity. The withering of the earlier revolutionary fervour probably reflected a desire not to appear unpatriotic in the face of growing nationalist feeling.

There were, nevertheless, still some traditional Marxists within the ranks of the SPD. Socialists such as Karl Liebknecht and Rosa Luxemburg clung on to their belief in more revolutionary methods. A 'revisionist' amendment to the Erfurt Programme, stating the desire to work through the Reichstag, was defeated in 1900. While in practice this made little difference to the course the SPD adopted, the continuance of the party's revolutionary slogans made it harder for other parties, such as the Liberals, to support them and provided an excuse for the right-wing elites to attack them. Marxist pacifism (to enable workers to work together against the bourgeoisie) was entirely at odds with the culture of militaristic Germany in the early twentieth century. However, the government's attempts to combat the Socialists' steady rise by portraying them as enemies of the state in 'Sammlungspolitik' simply prevented compromise and helped to split German society into two opposing extremes.

PRACTICE

Main aims & support	Degree of influence



Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

NEW INFO

Other left-wing opposition

Growing industrialisation and urbanisation encouraged the growth of trade unions and in 1890 the General Federation of Trade Unions was founded by **Carl Legien**. Trade unions campaigned for better working conditions, shorter hours, and more pay, and encouraged workers to strike to achieve their aims. The unions also supported socialism and encouraged workers to challenge capitalist exploitation. The free trade unions – organised in associations for each branch of industry – had more than 2.5 million members by 1913 and became Europe's largest labour organisation. There were also a further c3.3 million trade unionists in other associations, such as Christian trade unions, by 1914. These unions lobbied on behalf of their members and were easily inflamed by the socialist press campaigns.

PRACTICE

Main aims & support	Degree of influence



Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

NEW INFO

The centre

In the centre of German politics were the Catholic Zentrum and the Liberals. The former's supporters were united in their desire to protect Church interests but were often divided on other issues, since the party represented a mixture of social classes. The Liberals drew support from the wealthier middle classes and business but their divisions grew more pronounced after 1890. The National Liberals on the right opposed socialism and favoured an expansionist foreign policy, which brought them close to the conservatives. The **left Liberals and Progressives** were more oppositional, seeking social reform and an extension of Reichstag power.

PRACTICE

Main aims & support	Degree of influence



Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

NEW INFO

The right wing

The German Conservatives and Free Conservatives represented antisocialist and anti-democratic **right-wing** views in the Reichstag. The former represented the Prussian Junkers and military officers, while the latter attracted the non-Prussian landowners and the industrial elites. They generally supported the Kaiser's policies and could often rely on the National Liberals to back them against the 'enemies of the Reich'. They were supported by a growing number of right-wing pressure groups such as the Pan-German League, the Agrarian League and the Naval League. These called for an expansionist foreign policy, the acquisition of colonies, increased military spending, and high tariffs against foreign imports.

These right-wing interest groups came to exert a direct influence on policy-making. The Pan-German League, for example, became increasingly confrontational from c1900 and opposed all reformist policies. It called for the suppression of the SPD and accused the Kaiser's government of being too moderate. Its leader from 1908, Heinrich Class, set out the group's nationalist agenda in his pamphlet 'If I were Kaiser' in 1912, which was overtly **anti-Semitic**.

PRACTICE

Main aims & support	Degree of influence



Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

NEW INFO

<p>Pan-German League</p> <p>Established 1891</p> <p>Membership c25,000 – predominantly middle class (including 60 Reichstag deputies by 1914)</p> <p>Anti-Semitic</p> <p>Aims:</p> <ul style="list-style-type: none"> • to unite ethnic Germans around the world • to acquire colonies (working closely with the 1882 German Colonial League) • to suppress socialism and democracy 	<p>Navy League</p> <p>Set up 1898</p> <p>Membership c500,000</p> <p>Aims:</p> <ul style="list-style-type: none"> • to promote naval expansion • to develop popular support for the navy • to put pressure on Reichstag to pass naval bills • to promote the growth of colonies
<p>Agrarian League</p> <p>Established 1893</p> <p>Membership c250,000 (over 330,000 by 1913)</p> <p>Led by Junkers but many were smallholders and tenant farmers</p> <p>Aims:</p> <ul style="list-style-type: none"> • to protect agricultural interests • to lobby for tariff protection to help farmers 	<p>Imperial League against Social Democracy</p> <p>Established 1904</p> <p>Membership c200,000</p> <p>Supported by heavy industry</p> <p>Aims:</p> <ul style="list-style-type: none"> • to curb the growth of socialism through propagandist campaigns • to promote conservative values
<p>Industrialists' League</p> <p>Established 1895</p> <p>Members from manufacturing and export industries</p> <p>Favoured high tariffs to promote exports</p> <p>Aims:</p> <ul style="list-style-type: none"> • to protect manufacturing interests • to promote exports 	<p>Army League</p> <p>Established 1912</p> <p>Membership c300,000, with 500 branches by 1914</p> <p>Aims:</p> <ul style="list-style-type: none"> • to promote the expansion of the German Army and that part of the economy that supported it • to pressurise the Reichstag to pass army bills

PRACTICE

What do the pressure groups above all have in common?

In the outline of the icon write key words to remind you.





Lesson 9: Who caused Wilhelm II problems in the Reichstag?



LO: To know why certain parties caused Wilhelm II problems.

LO: To be able to evaluate how problematic these parties were.

CONSOLIDATE

Key Knowledge Check

What was the Erfurt Programme?	What did August Bebel adopt?	Name 2 revolutionary socialists	Who founded the General Federation of Trade Unions?	How many members did the Free trade unions have?
Who did the National Liberals oppose?	Name a right wing pressure group	When was the Army League founded?	What was the aim of the Pan-German league?	What was the aim of the Agrarian league?

APPLY

Which political group caused Wilhelm II the most problems in the Reichstag?

Success Criteria:

Learning Outcome	Grade C	Grade B	Grade A
I can evaluate who really ruled in Wilhelmine Germany	Identify which group caused Wilhelm II the most problems	Give specific historical examples to back up your argument	Conclude to what extent you they caused Wilhelm problems
Sentence starters	<i>To a larger extent, the..... caused Wilhelm II the most problems in the Reichstag.</i>	<i>For example, in...</i>	<i>Therefore, caused Wilhelm the most problems in the Reichstag because...</i>



Lesson 10: To what extent was the Kaiserreich a parliamentary democracy by 1914?



LO: To know why there was a crisis in 1914.

LO: To be able to evaluate how democratic the Kaiserreich was.



Key word:

Parliamentary democracy = is a form of government where voters elect the parliament, which then forms the government. The party with the most votes picks the leader of the government who becomes beholden both to the people and the parliament

From the **knowledge** you have gained from this part of the topic, make your own **historical hypothesis** that you will return to at the end of the lesson.

To what extent was the Kaiserreich a parliamentary democracy by 1914?

Draw the **spectrum below** into your books and write **2-3 sentences** giving your view.



I think that by 1914 Germany was... This was because...



Lesson 10: To what extent was the Kaiserreich a parliamentary democracy by 1914?



LO: To know why there was a crisis in 1914.

LO: To be able to evaluate how democratic the Kaiserreich was.

NEW INFO

The political situation in 1914

In 1914 Germany was still in many respects an authoritarian monarchy. Wilhelm's power to appoint the Chancellor enabled him to set the general tenor of government, and he did so, particularly in the period from 1897 to 1908. This coincided with Bülow's political supremacy. Bülow recognised that his own position depended on catering to Wilhelm's personal whims.

However, the *Kaiser's* political power was within a constitutional framework. German governments could not ignore the *Reichstag* and had to patch up working majorities in order to pass legislation. The *Reichstag*, with its ever-increasing SPD presence, extended its right to debate government policy. Nor was Wilhelm able to take firm action against his critics. All

Wilhelm's more repressive schemes were defeated in the *Reichstag*. While he might dream of using his army to strike against the SPD, he did not dare do so in reality.

It may be that Germany was on the way to evolving into a thoroughly democratic state. Certainly many Germans desired the creation of a genuine parliamentary democracy in which the imperial government was responsible to the *Reichstag*. However, Germany was still far from having a parliamentary system by 1914 whereby government was by a parliamentary majority and ministers were responsible to the *Reichstag*. Moreover, the forces of conservatism were strong. The middle classes, backbone of the *Kaiserreich*, were solidly on the side of the establishment. While most *Reichstag* deputies favoured constitutional change, the vast majority had great respect for the monarchy.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
Constitution	
Democratic	
Authoritarian	



Lesson 10: To what extent was the Kaiserreich a parliamentary democracy by 1914?



LO: To know why there was a crisis in 1914.

LO: To be able to evaluate how democratic the Kaiserreich was.

PRACTICE 1

What evidence is there to suggest Germany was an authoritarian state?

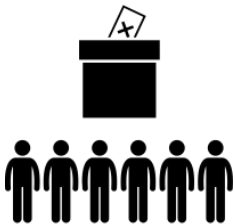
In the outline of the icon write key words to remind you.



PRACTICE 2

What evidence is there to suggest Germany was becoming more democratic?

In the outline of the icon write key words to remind you.





Lesson 10: To what extent was the Kaiserreich a parliamentary democracy by 1914?



LO: To know why there was a crisis in 1914.

LO: To be able to evaluate how democratic the Kaiserreich was.

NEW INFO

Had Germany reached a point of crisis by 1914?

By 1914 Germans on the left and right thought Germany was reaching a point of crisis. The left believed that the time might soon be ripe for proletarian revolution. The right feared that this might be about to happen. The 1912 *Reichstag* elections suggested that the SPD was on the rise. Nationalist leaders talked of a military coup to smash the Socialists.

German historians once believed that the domestic crisis drove German rulers to embrace war in 1914. In 1969 historian Fritz Fischer published *War of Illusions*. As well as suggesting that German leaders deliberately planned a war of expansion from 1911, Fischer suggested that the reasons for this aggressive expansionism were to be found less in Germany's international position than in its social, economic and political situation at home. A successful war, the government hoped, 'would resolve the growing social tensions' and consolidate the position of the ruling classes.

But was there a crisis in Germany? There were certainly problems:

- Germany's fiscal position was dire. It had spent too much on its army and navy and not raised sufficient taxes.
- The country was divided between right and left.
- Germany's rulers, none more so than Bethmann-Hollweg, were pessimistic about Germany's future.

However:

- The divisions in 1914 were no greater than previously. Indeed, there is some evidence that the domestic situation was actually improving in 1913 as the 'middle parties' came together and the SPD, for the first time, gave its support to a government finance bill.
- Nationalists had muttered about military coups before but nothing had materialised.
- Germany's economy, if not its government finances, remained strong.
- There is little evidence to support the view that German leaders were actively planning an offensive war policy from 1911 onwards.
- The elites did not pursue war as a means of deflecting political opposition and thereby preserving their own threatened position. If it appeared possible to woo the Social Democrats, why risk a war that – as Bethmann-Hollweg recognised – would increase the chances of revolutionary change?

In short, while there was political tension and frustration in Germany – as elsewhere in Europe in 1914 – revolution seemed less likely in Germany than elsewhere. The notion that Germany went to war because of domestic crisis is mistaken.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
Nationalists	



Lesson 10: To what extent was the Kaiserreich a parliamentary democracy by 1914?



LO: To know why there was a crisis in 1914.

LO: To be able to evaluate how democratic the Kaiserreich was.

PRACTICE 1

What evidence is there to suggest Germany was facing a crisis in 1914?

In the outline of the icon write key words to remind you.



PRACTICE 2

What evidence is there to suggest Germany was not facing a crisis in 1914?

In the outline of the icon write key words to remind you.





Lesson 10: To what extent was the Kaiserreich a parliamentary democracy by 1914?



LO: To know why there was a crisis in 1914.

LO: To be able to evaluate how democratic the Kaiserreich was.

CONSOLIDATE

Key Knowledge Check

What did Burlew recognise?	What did most deputies favour?	What did the left believe ?	What did Nationalist leaders talk of?	What did Fritz Fischer suggest?
What did the government hope a successful war would do?	What was Germany's fiscal position?	Who came together in 1913?	Who was pessimistic about Germany's future?	In short what was the situation in Germany

APPLY

To what extent was the Kaiserreich a parliamentary democracy by 1914?

Write 2-3 sentences giving your new view of German politics by 1914.

Absolute monarchy

Parliamentary democracy

Democracymetre

Absolute

Partially

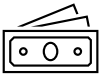
Somewhat

Mostly

Completely democratic

I think that by 1914 Germany was... This was because...

Lesson 11: Why was Germany so successful economically?



LO: To know the different factors which contributed to Germany's economic success.



LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Overview – Industrial Expansion

Economic growth did not begin with the founding of the German Empire, but the political unification of 1871 added a further stimulus to economic development. Not only was it possible to co-ordinate industry more effectively and economically across the Empire, but the prompt payment of a French **indemnity** and the inflationary effect of **currency reform in 1871** provided easy credit for industrial growth. As many ironworks and machine-manufacturing companies were set up in the years 1871 to 1875 as had been established in the preceding 70 years; until 1873, the economy grew at an annual rate of 5 per cent.

Between 1873 and 1896 there was a world trade **recession**, known as the 'Great Depression'. This did hit German industry, although its effects were not immediately apparent, as earlier investment in railway-building kept the economy reasonably buoyant. However, a falling off in demand, particularly for textiles and engineering products from c1876, heralded a period of slower and somewhat intermittent growth, which only returned to its steady upward trajectory after 1894.

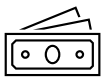
The final years of the nineteenth century saw a huge expansion of German industry, which emerged stronger in 1895 than it had been in 1873. Up until the 1880s, agriculture still accounted for 35–40 per cent of the **Gross National Product (GNP)**, with industry representing 30–35 per cent. By 1914, the balance had swung the other way. Agriculture had fallen to 25 per cent, while industry represented 45 per cent of GNP, followed by the commercial and services sector at 30 per cent. The industrial sector experienced annual growth rates of c4.5 per cent. Between 1890 and 1914, Germany's industrial production tripled and by 1914, Germany stood alongside Britain and the USA as one of the world's leading industrial nations.

PRACTICE

➤ Summarise the economic situation in each time period.

1871	1872 - 1896	1890 -1914

Lesson 11: Why was Germany so successful economically?



LO: To know the different factors which contributed to Germany's economic success.



LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Reasons for German Economic Success

There are a number of reasons for Germany's economic success.

- Germany's population continued to grow rapidly, from just under 50 million in 1890 to almost 68 million in 1914. This provided both the market and the labour force for an expanding economy. Internal migration continued unabated as Germans moved from the countryside into towns. In 1871, 64 per cent lived in the countryside: by 1910 this had fallen to 40 per cent.
- Germany possessed huge natural resources: coal from the Ruhr, Saar and Silesia (by 1914 Germany mined a quarter of the world's coal); iron ore from Alsace-Lorraine and the Ruhr.
- Germany had a very good railway system.
- Germany had an excellent education system. Its institutes of higher education led the world. As well as offering study in traditional subjects, they made increasing provision for those with technical skills. Between 1890 and 1914 German university enrolments increased from 28,000 to 60,000. A university degree came within the grasp of the lower middle classes.
- German industry encouraged scientific research. This resulted in many important discoveries.
- German banks pursued an adventurous policy of generous long-term credit facilities for industrial firms. Representatives of banks were often invited onto the board of directors of firms, thus cementing a close partnership between the banking and commercial sectors of the economy.
- The banks were instrumental in the development of a distinctly German feature of industrialisation – **cartels**. In Britain and the USA the idea of groups of businesses combining together to control prices, production levels and marketing was seen as being against the spirit of free enterprise and against the consumer's interests. In Germany, by contrast, cartels were seen as a sensible means of achieving economic planning, eliminating wasteful competition and promoting efficient large-scale production. In 1875 there were only eight cartels in Germany. By 1905, 366 existed.
- In 1888 agriculture's share of Germany's **Gross National Product** had been about a half: by 1914 it had shrunk to less than one-quarter. However, German agriculture was in no danger of disappearing. While those employed in agriculture dropped from 42 to 34 per cent between 1882 and 1907, this was still a large proportion: in Britain the proportion was under 10 per cent. German agriculture, protected by government tariffs, was remarkably successful. Yields and output rose steadily – largely as a result of the growing use of machines, artificial fertilisers and scientific methods of stockbreeding. Thus Germany remained largely self-sufficient in terms of food supply.

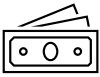
Year	Population (millions) Total	Per cent in towns over 2,000
1871	41.1	36.1
1880	42.2	41.4
1890	49.4	42.5
1900	56.4	54.4
1910	64.9	60.0

Output of heavy industry (millions of tonnes) Coal		
Year	Germany	Britain
1871	37.7	119.2
1880	59.1	149.3
1890	89.2	184.5
1900	149.5	228.8
1910	222.2	268.7

Output of heavy industry (millions of tonnes) Steel		
Year	Germany	Britain
1871	0.14	0.41
1880	0.69	1.32
1890	2.13	3.64
1900	6.46	4.98
1910	13.10	6.48

Index of industrial production (1913 = 100%)	
Year	Per cent
1871	21.1
1880	49.4
1890	57.3
1900	61.0
1910	86.0
1913	100.0

▲ Figure 2 The development of the German economy.
(In 1871 Germany produced only a fifth of what it produced in 1913.)

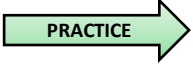


Lesson 11: Why was Germany so successful economically?

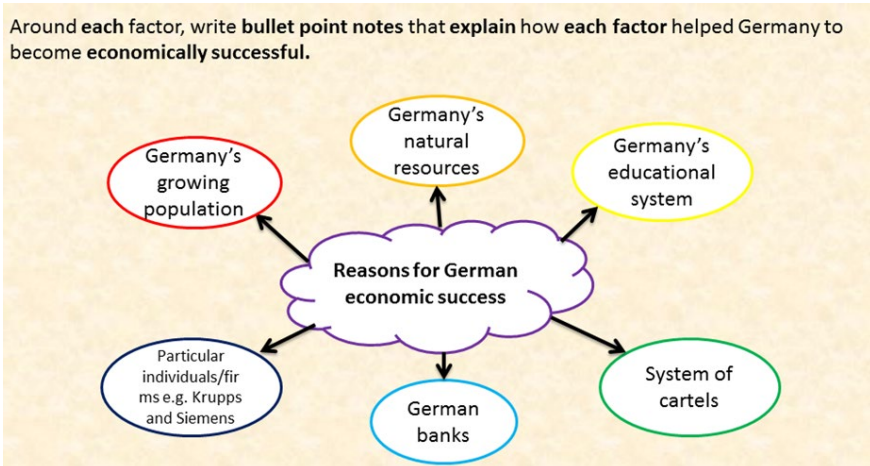


LO: To know the different factors which contributed to Germany's economic success.

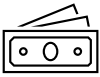
LO: To be able to evaluate how successful Germany's economy was.



- **Complete the mind map using information on the previous page.**



Lesson 11: Why was Germany so successful economically?



LO: To know the different factors which contributed to Germany's economic success.



LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

International Trade

After 1880 Germany played an important role in the world economy, matched only by Britain and the USA.

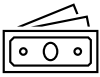
- German imports rose from 2.8 to 10.8 billion marks between 1880 and 1913. German exports rose from 2.9 to 10.1 billion in the same period. The greatest rise was in German manufactured goods. By 1914, the trademark 'Made in Germany' had become an international symbol of high quality.
- The trade gap was filled by 'invisible earnings' – profits from investments, services, banks and insurance.
- By 1914 Germany had become the world's third largest creditor nation (after Britain and the USA) and German banks were established worldwide.
- There was a huge rise in the German merchant shipping fleet. In 1880 Germany possessed less steam tonnage than Spain. By 1914, German steam tonnage was three times greater than that of France and second only to Britain. Shipbuilders received state subsidies, enabling them to increase Germany's share of global shipbuilding to 11 per cent.
- By 1914 the value of trade passing through the port of Hamburg was exceeded only in New York and Antwerp.
- Germany's colonies were of almost no economic significance. German trade was mainly with Europe, North and South America and Asia.

PRACTICE

How did international trade contribute to Germany's economic success?

In the outline of the icon write key words to remind you.





Lesson 11: Why was Germany so successful economically?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Organised Interests (Economic Pressure Groups)

German economic interests organised themselves as pressure groups, the aim of which was usually to put pressure on the government.

- The cartels were attempts by particular groups of producers to combine in order to gain an advantage in the market.
- Workers joined trade unions. Membership of the Free Trade Unions rose from 300,000 in 1890 to 2.5 million in 1913. Another 500,000 workers belonged to other trade unions.
- The Central Association of German Industrialists supported heavy industrial interests (like coal, iron and steel).
- The Confederation of Industrialists represented firms who manufactured finished goods.
- The Agrarian League, founded in 1893, campaigned for farmers' interests.
- Alongside these groups there were organisations for every conceivable economic interest including bankers, craftsmen, retailers and white-collar workers.

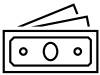
Economic pressure groups operated at a variety of levels. The best-organised (like the Agrarian League) tried to work directly on public opinion, through newspapers, pamphlets and travelling lecturers. Interest groups also sought to influence government, formally through submissions and evidence to committees, and informally through lobbying ministers or officials. Most of all, however, they worked through the political parties. The Agrarian League worked closely with the Conservative Party, while the SPD represented the working-class trade unions. The two main 'middle parties' – the National Liberals and Catholic Centre Party – tried to perform a balancing act between conflicting economic groups: the National Liberals between heavy industry and agrarian interests, and the Centre Party between the demands of peasants and the claims of the Catholic working class.

Apart from their ability to influence public opinion independently, the interest groups wielded power over political parties because of their importance during elections. They could, for example, threaten to remove their financial support from a party if their demands were not taken into account in the choice of candidate or programme. This might even extend to running or supporting a rival candidate. The activity of the interest groups created a powerful public distaste for the 'system' – a reaction against the deals and horse-trading (the Germans call it 'cow-trading') that went on.

Economic issues, inevitably, became the subject of major political debate. It has been calculated that economic affairs accounted directly or indirectly, for 90 per cent of *Reichstag* business by 1914.

However, there were limits to what governments were prepared to concede to particular interests – limits set by what ministers and officials perceived as the larger needs of society. International prestige, armaments policy, social stability, national efficiency – all required the continuing growth of industry, trade and exports. Any special privileges enjoyed by heavy industry or agrarian interests had to be set against the larger context of government support for the economy as a whole. As historian David Blackbourn writes, 'State and bureaucracy aimed to stand above and harmonize the conflicting interests, not make concessions to any one group that would jeopardize that goal'.

Lesson 11: Why was Germany so successful economically?



LO: To know the different factors which contributed to Germany's economic success.



LO: To be able to evaluate how successful Germany's economy was.

PRACTICE 1

How did economic pressure groups try to influence policy (Give Examples)?

In the outline of the icon write key words to remind you.



PRACTICE 2

In what ways did the government try to limit the influence of economic pressure groups?

In the outline of the icon write key words to remind you.



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CONSOLIDATE

Key Knowledge Check

What provided easy credit in 1871?	In 1873 at what rate did the economy grow?	Until 1880 which industry accounted for 35-40% of the GNP?	By 1914 which industry accounted for 45% of GNP?	What was the population of Germany in 1914?
By 1914 how many university students did Germany have?	What was agriculture protected by?	What was the value of German imports in 1913?	What was the value of German exports in 1913?	Where was German trade focused?

APPLY

Why was Germany so successful economically?

Choose the reason you think was the **most important** for making Germany so successful economically and summarise your answer as a **PEEE paragraph**.

Success Criteria:

Learning Outcome	Grade C	Grade B	Grade A
I can evaluate which factor(s) were the most important in making Germany economically successful	Identify and explain a main reason why Germany was so economically successful	Give some precise historical facts and details to back up your points	Evaluate why your factor made Germany so economically successful
Sentence starters	<i>A main factor that helped Germany become so economically successful was... This was because...</i>	<i>For example,...</i>	<i>Therefore, this made Germany so economically successful by the start of the twentieth century because...</i>



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Old and New Industries

Economic growth in the German states had been rapid in the 1850s and 1860s, especially in areas controlled by Prussia such as the Ruhr valley and the Saarland. After unification in 1871, the production of capital goods grew much more rapidly than did that of consumer items such as textiles.

The coal industry was already well established in Germany, with pits being sunk in the 18th century when coal seams were discovered near the Ruhr, Inde and Wurm rivers. Coal production saw a dramatic increase during the Kaiserreich from 30 million tons in 1871 to 60 million tons in 1889 and 190 million tons in 1913. For steel, an industry dependent on the availability of coal as well as iron ore, there was a similar spectacular increase, from 1.7 million tons in 1880 to 7.3 million tons by 1900. Merchant shipping also increased rapidly, from 1.5 million tons in 1880 to 2.6 million tons by 1900. This growth was good for major ports such as Hamburg but also suggests a lively and growing export and import trade. It was the same story for lignite and iron ore. Exports of manufactured goods also increased rapidly.

An unintended consequence was the increased dependence on migratory, especially foreign, workers. In areas of rapid growth, there were a lot of jobs available, which attracted people from different parts of Germany and from abroad. For example, Poles could be found working in the coal fields of the Ruhr. Whenever there were industrial disputes and strikes, Bismarck's first thought was that the migrant workers were behind them.

PRACTICE

➤ Complete the table below using the information above.

Economic development	Consequences on Germany



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Railways

The rapid industrial growth was supported by an increasingly effective transport network. The railway system grew significantly: in 1880 there were some 29 270 miles of rail track but by 1900 that had grown to 34 800 miles. The improved transport allowed raw materials to be brought to factories and then manufactured goods to be taken from factories to customers. For innovative companies such as Carl Zeiss, the safe and secure transport of their delicate precision instruments could not be safely entrusted to bumpy roads. The Weimar–Gera railway was opened in 1876 linking Jena with Weimar some 25 miles away to the west, with further links to Frankfurt, Germany's largest transport hub.

Railway construction in turn supported the growing iron and steel industry. The railways need iron and steel for the construction of railway track, as well as the trains and rolling stock.

In addition, an enhanced railway network was an important strategic means for the military to be able to deploy troops rapidly across Germany. Many much smaller businesses also benefited – bakers, tailors and watchmakers, for example. It allowed for much better movement for ordinary people too, visiting relatives or going on shopping trips to a nearby town or city. The overall effect of all of this was a major contribution to the industrial growth in imperial Germany.

In Berlin, the construction of an underground railway network (*Untergrundbahn* or *U-Bahn*) began in 1896 and the first line was opened in 1902. This line ran from east to west under the city and linked Warschauer Brücke and Knie, with a branch to Potsdamer Platz. The provision of a rapid transport network in many German cities was a major factor in their growth in this period, allowing the development of suburbs linked to city centres so that workers could commute to work without having to negotiate busy and crowded streets.

Alongside the railways, an important stimulus to steel production in this period was Admiral von Tirpitz's drive to expand the navy. The construction of warships for the Imperial Navy took place at three *Kaiserliche Werft* (imperial shipyards): Wilhelmshaven, Kiel and Danzig, which worked exclusively on the construction and repair of warships. These naval shipyards became especially busy when the arms race with Britain to build Dreadnought-type battleships began in earnest in 1907. Apart from the large amount of steel involved, the powerful diesel engines required by these sorts of battleships helped to develop the engine-making business in Germany. Many jobs were created in the region and local supplies of all kinds were needed, stimulating demand in this part of the north-west coast of Germany.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
U-Bahn	



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

PRACTICE 1

In what ways were railways the key economic development in Germany?

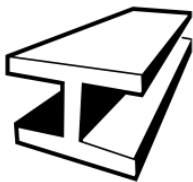
In the outline of the icon write key words to remind you.



PRACTICE 2

In what ways did the growth of railways stimulate other industries ?

In the outline of the icon write key words to remind you.





Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Agriculture

Rapid industrialisation did not mean that agriculture was no longer important in Germany. Indeed, 35 per cent of the population were still employed in this sector in 1907 – four times as many as in Britain – and German forestry employed more people than the entire chemical industry. The large estates of the Junkers in the east produced rye and beet (used for sugar and distilled alcohol) while smaller peasant holdings across Germany produced cereals, fodder crops, fruit, vegetables, wine, and livestock and dairy products. During this period 4 million acres of virgin land was tilled, and yields and output both rose to meet the demands of a growing and increasingly urbanised population. The numbers of horses, cattle, pigs and poultry increased (although the number of sheep did not), and by the early twentieth century Germany was producing 40 million of tonnes of potatoes per year; a tonne for every adult German.

Nevertheless, this success came at a price. In order for agriculture to flourish it had to be heavily 'protected' with **tariffs**, which grew substantially from their beginnings in 1879. Although lowered by **Caprivi** in the 1890s, they rose again under Bülow in 1902 and remained in force until the war. Tariffs helped farmers by preventing cheap Russian and American grain imports from flooding the German market, but they kept food prices artificially high for German consumers and hindered diversification away from grain-growing.

Farmers certainly faced challenges in this period. 'Synthetic' foods (such as margarine), new processes (such as beer-making that was less dependent on hops), and refrigeration (which permitted transatlantic meat imports) all challenged traditional farming practices. Costs rose as the rural labour supply fell and new products such as fertilisers and machinery became more essential. Unsurprisingly, rural debt increased.

Evidence for decline	Evidence against decline
<ul style="list-style-type: none"> • Agricultural prices fell overall, despite protection. • A series of bad harvests in the late 1870s led to the import of (cheap) grain from the USA. • The building of new railways and roads exposed farmers to competition from outside formerly isolated rural communities. • Increasing numbers of landowners ran into financial difficulties and were forced to sell up or mortgage farms. • Many peasants abandoned agriculture and moved to the industrial towns. • The percentage of the population employed in agriculture fell from 50% in 1871 to 35% in 1907. • The share of agriculture making up the GNP fell from 35–40% to 25%. 	<ul style="list-style-type: none"> • The growth of towns and the protection given to German grain-growers after 1879 created opportunities for more enterprising farmers to supply food to a growing domestic market. • Farm machinery and chemical fertilisers became cheaper and more widely available, enabling the enterprising to raise their yields. • More than 4 million acres of land were brought under cultivation between 1880 and 1900. • Cultivators of rootcrops (e.g. potatoes and sugar beet) did well. Rootcrops permitted more rapid crop rotation, encouraged greater use of fertilisers and machinery, and provided additional fodder for livestock. • The cultivation of the land became better organised. Businessmen-farmers looked to farm profitably and employ large numbers of cheap, seasonal workers.



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

PRACTICE 1

In what ways was agriculture still important in the early 1900s?

In the outline of the icon write key words to remind you.



PRACTICE 2

To what extent was agriculture on the decline at the beginning of the 1900s?

In the outline of the icon write key words to remind you.





Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Trade and Banking

The years following unification, 1871–73, saw rapid expansion in Germany. The liberalised laws on companies allowed a number of new businesses to be set up. Finance for industrial development after 1871 was mostly provided by giant German banks, such as the Deutsche Bank, the Dresdner Bank and the Berlin Handelsgesellschaft. These remained close to industrial concerns throughout the period. They often worked together in cartels and there were often bankers on the boards of major German companies.

The victory in the Franco-Prussian War created considerable social confidence, and payment of war **reparations** by the defeated France meant the arrival of new capital. The stock market saw increasing levels of speculation in the growth industries, including the rapidly expanding transport companies. The introduction of the new currency of the Goldmark put Germany on the gold standard. At the same time, however, abandoning silver currency caused a drop in the price of silver, which hit those countries whose silver currencies were suddenly worth less. Those countries' problems affected their neighbours and trading partners.

Of course, German expansion did not proceed at a steady pace. There was a major panic in 1873, part of an international crisis, leading to the *Gründerkrise*. This was the first major downturn to affect the German economy since increasingly rapid industrial development had begun in the 1850s.

Over-investment led to the collapse of finance houses. The unification euphoria was wearing off and the cyclical nature of even rapid economic growth was not well understood. In addition, bad economic news from the US began to affect European markets. In 1873, the Vienna Stock Exchange in Austria crashed, businesses went bankrupt and some banks failed. This reduced the ability of the banking system to lend money to industry. At the same time, France reached the end of her war reparations, which meant that another source of capital for Germany had been shut off. Far from expanding, the German economy now went into a period of contraction. The economic causes were not well understood and the period of difficulty increased anti-Semitism, as many small investors blamed the Jews for their losses in the crash.

There was a call for the protection of some German industries and Bismarck was keen to ensure that his supporters among the industrialists and landowners continued to feel secure. At the sight of the economy in difficulty, the chancellor responded by abandoning the principles of free trade which had helped keep the National Liberals as his allies. He established **protectionist** import tariffs instead. In doing so he found himself better able to call on more conservative parties such as the Centre Party for support, something which ending the *Kulturkampf* helped make possible.

The banking regulatory framework established by successive imperial governments was generally supportive of industrial expansion and of the banks that provided the necessary funding. The state sought to control the supply of money to the German economy through the Reichsbank, the central bank of imperial Germany. This was founded in 1876 and its first president was Hermann von Dechend, a senior Prussian civil servant. In the period from 1876 to 1914 the Reichsbank produced a stable currency called the Goldmark. Government expenditure was fairly constant in this period, with significant increases in social welfare expenditure (especially after the accession of Wilhelm II in 1888) being balanced by considerable cuts in military expenditure. There was little or no **inflation**, averaging at 0.48% per year from 1871 to 1914, and unemployment was low at 1–2%.



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

PRACTICE →

➤ **Complete the table below using the information on the previous page.**

Economic development	Consequences on Germany



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

NEW INFO

Wealth

For much of the period, the prices of essential foodstuffs were fairly stable. As Germany was not able to grow enough food to feed her growing population, much depended on an efficient import system. This explains why not everyone was as in favour of tariffs as the agrarian lobbyists. The need to import meant that major ports such as Hamburg had to maintain the flow of imported agricultural produce. For the government, it was always a delicate balancing act to be fair to both farmers and consumers. Imposing import tariffs to protect producers from the competition resulting from cheaper overseas imports meant inevitably higher food prices in the shops. After Bismarck's fall from power in 1890, the protectionist tariffs were partly withdrawn.

There is some evidence that the power of the consumer was increasing at this time. There were a number of well-organised, disciplined and peaceful protests by consumer groups in the final years of the Kaiserreich but, unlike the more desperate food riots of the 18th century, there was no violence. In any case, these later protests were against the prices for meat and milk rather than that for bread.

For the majority of Germans, therefore, the Kaiserreich years were prosperous, stable ones. For most of the population this was in itself a vindication of authoritarian monarchic rule. But not for all, as witnessed by the growth of Social Democratic support.

There were always those on the margins of society in the Kaiserreich who did not benefit from increased social-welfare spending and who could only find jobs working at well below the minimum guaranteed wage. Their lives are seldom recorded. Nor do they often feature in official statistics. In the late 19th century a new trend in poverty alleviation became evident. Under Father Lorenz Werthmann the German Caritas Association was founded in south-west Germany. Independent of a government still cautious about the influence of the Catholic Church, it had two main aims: the national coordination of welfare efforts and research into a science of charity. Alongside Protestant and non-denominational groups, Caritas set about addressing the needs of the most vulnerable portion of German society.

PRACTICE

➤ Complete the table below using the information above.

Economic development	Consequences on Germany



Lesson 12: How was Germany effected by the economic changes?



LO: To know the different factors which contributed to Germany's economic success.

LO: To be able to evaluate how successful Germany's economy was.

CONSOLIDATE

Key Knowledge Check

What increased from 30million to 190million in 1913?	How much steel was being produced by 1900?	How many miles of railway track existed by 1900?	What did the railways allow?	What did the U-Bahn increase the growth of?
What was a Kaiserliche Werft?	How many tonnes of potatoes did Germany produce?	What kept food prices high?	What was the German currency between 1876-1914	What was the unemployment figure in that period?

APPLY

How was Germany effected by the economic changes?

Answer the lesson question as a **summary PEEE paragraph**.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the impact of economic change on Germany between 1871-1914	Explain one way in which Germany was affected by economic change.	Give a precise historical example	Evaluate your reason as to what way Germany was affected
Sentence starters	<i>To a larger extent, the Germany economy This was mainly due to the fact that...</i>	<i>For example, ...</i>	<i>Therefore,</i>



Lesson 13: What were the main social trends in Wilhelmine Germany?



LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.



The population rose and people lived longer:

The German population rose to 68 million by 1914 – 60 per cent higher than in 1871. By 1911 there were more Germans in their late teens than there would be ever again in the twentieth century, and 80 per cent of the population were 45 or younger. This youthfulness perhaps helps explain the mobile and dynamic nature of Wilhelmine society. This dynamism, however, created new divisions as well as reinforcing old ones.

Germans were living longer. Infant mortality fell from around 25 per cent in the 1870s to 15 per cent in 1912, mainly due to improvements in hygiene and medical care. Compulsory immunisation against smallpox had been introduced in 1874. A diphtheria serum, available in the early 1890s, cut the number who died of the disease from one in two to one in six. The impact of medical research and the sharp increase in the number of hospitals, doctors and nurses, as well as improvements in living standards, also ensured that those who survived childhood lived longer. A German man born in the 1870s could expect to live to 36, a woman to 38. Those born in the first decade of the twentieth century could expect to live to 45 and 48 respectively.



Using examples, explain what happened to the German population between 1870-1914.

In the outline of the icon write key words to remind you.





Lesson 13: What were the main social trends in Wilhelmine Germany?



LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.



Society became more urban:

The movement to the towns that began after 1850 continued at an even faster pace after 1880. By 1910 nearly two-thirds of Germans lived in towns. More than a fifth lived in the 48 big cities with populations exceeding 100,000. By 1907 Berlin had more than 2 million people, of whom 60 per cent had been born outside the city. Even these figures understate the real growth, for many lived in suburbs that would eventually be incorporated in the formal city limits.

By 1914 Hamburg had a million people while several other cities – Cologne, Dresden, Leipzig, Munich and Breslau – had more than half a million. Germans moved to towns largely because they expected a better standard of life. Not only Germans moved to the growing towns. In the late nineteenth century, Germany changed from being a net exporter to a net importer of people. Poles made up the largest single group of immigrants but there were also significant numbers of Italians, Dutch and non-Polish Slavs.

Urban tram and train networks, special trains and the coming of the bicycle made getting to work easier. This was also the age of department and chain stores, mail order catalogues and delivery vans, as well as advertising. By the early twentieth century the age of mass consumption had arrived in Germany as in the USA, Britain and other parts of Europe.



Using examples, explain what happened to the German cities between 1870-1914.

In the outline of the icon write key words to remind you.





Lesson 13: What were the main social trends in Wilhelmine Germany?



LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.

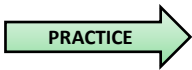


Rural society was more disadvantaged:

Urban life seemed attractive to many Germans who lived and worked on the land. Agricultural workers, employed by estate and large farm owners, toiled long hours (a hundred-hour week was the norm) for low wages. Mechanisation came slowly to many areas and farm work was physically hard, especially during haymaking and harvesting. The 'flight' from the land to the city resulted in labour shortages in some areas. This led to high levels of family self-exploitation, including extensive child labour. Despite the harsh conditions, there were still more than 7 million agricultural workers, many on short-term contracts, in 1907.

Rural dwellers were isolated from the rest of society. Around a third of Germany's population had no access to the railways. They were also disadvantaged with regard to education provision and medical care. By the early twentieth century, a rural child was more likely to die before the age of one than an urban child. Compared with the modernity of urban life, the countryside seemed more backward. The constant flow of people from the countryside to the towns was also a source of rural pessimism. Many farmers and agricultural workers felt as though they were outcasts, exploited by the growing cities.

Nevertheless, agricultural prices did pick up at the end of the nineteenth century. By the early twentieth century there is evidence that many rural inhabitants were becoming better dressed and housed. All-in farm houses, where people and animals lived together, became less common. Many peasants who owned between 100 and 300 acres of land became successful commercial farmers.



Using examples, explain what happened to rural Germany between 1870-1914.

In the outline of the icon write key words to remind you.





Lesson 13: What were the main social trends in Wilhelmine Germany?



LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.



Standard of living improved from some:

Between 1885 and 1913 real wages in Germany rose by over 30 per cent. (In Britain, by contrast, real wages sagged in the decade before 1914.) Between 1896 and 1912 the proportion of Prussian taxpayers assessed on incomes of under 900 marks a year (including those with no earnings) fell from 75 to 52 per cent of the total. Those with incomes between 900 and 3,000 marks doubled from 22 to 43 per cent.

As well as having more money, workers also had more leisure time. Working hours in mining and industry were almost a third lower in 1914 than they had been in 1880. The typical working day in the non-agricultural sector was nine and a half hours.

However, by 1914 the mass of the German population remained agricultural and industrial workers. While industrial employment seemed an attractive option to many rural workers, urban living and working conditions remained dismally poor. A third of Germany's population lived at or below the poverty line. Lack of urban housing produced a rising problem of homelessness. The Berlin Homeless Shelter Association accommodated more than 200,000 men a year in the period between 1900 and 1914.



Using examples, explain what happened to German standard of living between 1870-1914.

In the outline of the icon write key words to remind you.





Lesson 13: What were the main social trends in Wilhelmine Germany?



LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.



Order and discipline

Imperial Germany liked to see itself as an orderly, peaceable society. There was some truth in this view. Germans were not innately docile but they lived increasingly in a world of institutions that sought to discipline them. These institutions might encounter resistance, particularly from the lower classes, but their capacity to shape society was considerable.

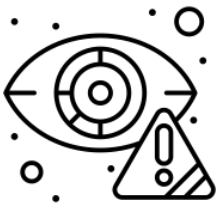
Crime

Crime statistics, swollen by the growth of the police and by the addition of many new offences, are hard to unravel. Murder and property crimes seem to have remained constant. Recorded crime rose in urban areas; it declined in rural areas. Working-class districts could be violent places, full of young men with few attachments, who were not averse to carrying clubs, knives and even guns. But by the standards of the time, Germany was not a lawless or violent society. The murder rate stood at around a twentieth of the Italian or Spanish: only the Netherlands in Europe boasted a lower rate. There was far less unrest or 'collective protest' in towns and countryside than elsewhere in Europe. American Ray Stannard Baker observed in 1901 that German cities enjoyed a reputation for being 'safer, perhaps, than any other in the world'. This may have been due to improvements in living standards. But it may also have resulted from a German respect for authority – perhaps, some suggested, too great a respect.



Using examples, explain what happened to crime in Germany between 1870-1914.

In the outline of the icon write key words to remind you.





Lesson 13: What were the main social trends in Wilhelmine Germany?



LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.

NEW INFO

The class hierarchy

Population growth and industrialisation meant that millions of ordinary people had to come to terms with fundamental changes in their way of life in the period from 1871 to 1914. Although developments varied both in pace and by region, there was a good deal of social readjustment, although in broad terms German society seems to have remained divided along traditional class lines. What mobility there was tended to be within a class rather than involving movement between classes.

The following offers a broad picture of German society as it evolved between 1871 and 1914:

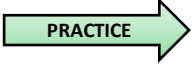
- The elites – consisting of the ‘old’ landed aristocracy – were at the top. The core of this was the Prussian Junkers, many of them military officers. Some titled families served at court, particularly under Kaiser Wilhelm II. As well as the landed elite, there were those who made their fortune in industry and manufacturing, such as the Krupps, Thyssens and Hugenbergs. Although they did not command quite the same social status as the landed aristocracy, they were nevertheless extremely powerful. The elites lived in spacious homes or country estates run by servants. They were actively involved in politics – either directly, through the emergent pressure groups, or by supporting others with their wealth. The position of the Junker landowners was threatened by falling incomes from agriculture. The smaller the estate and the further east it was, the greater the level of debt it was likely to experience. Some landowners were forced to sell their estates to the newly rich upper middle-class families from the cities. Nevertheless, the political and social dominance of the Junker class in Prussia remained strong. They dominated local government and exerted a pressure on national politics that was quite out of proportion to their numbers.
- Industrial managers, highly-skilled experts in new industrial techniques (scientific, technical or administrative), and educated professionals such as engineers, doctors and lawyers grew increasingly prominent in the urban community, forming an ‘upper’ middle class. They bought themselves comfortable houses, paid for their children’s education, and were attended by a few servants. They were often the ‘stalwarts’ of the local community – perhaps involved in *Länder* politics or local town government and staunch supporters of the Church.
- The **white-collar workers** – clerks, small businessmen, shopkeepers and minor officials – were collectively known as the ‘Mittelstand’ and formed the lower middle class. Although not necessarily substantially wealthier than some of the workers, they were proud of their position as non-manual employees and held values that had more in common with those above them than those below. They were aspirational, wanted education for their children, and tended towards conservatism in politics, perhaps hoping for a position as a local councillor or some other decoration.
- The growing urban working class was itself divided. At the top were the foremen and highly-skilled workers, who were very conscious of their perceived superiority over other workers. (Also in this group could be placed the head butlers serving in the households of the elites.) The middle ranks of the working class consisted of the semi-skilled workers – coal miners, for example, who were among the better paid in this group and keen to support movements for reform. Meanwhile, a ‘lower working class’ of unskilled workers was the group most vulnerable to economic fluctuations and lay-offs. These were described by the Marxists as the ‘Lumpenproletariat’. They were largely apolitical and uninterested in revolutionary advancement.
- Peasants worked in the countryside and their status varied between the substantial peasant proprietors who employed others and the landless labourers whose life was extremely precarious, travelling from one farm to another, seeking seasonal employment. Peasant interests sometimes coincided with those of the Junkers, despite their very different lifestyles, and they tended to be quite conservative in outlook. However, the peasants were also victims of industrial change and whilst those serving industrial centres did well, the growing population and the practice of dividing estates between sons (which occurred everywhere in Germany except Bavaria) forced increasing numbers to leave the land and ‘drift to the towns’, where they joined the working-class ranks.



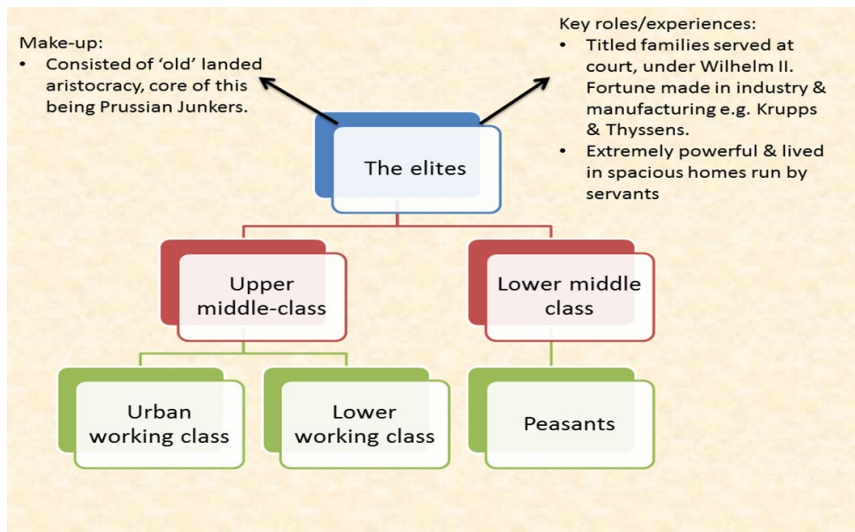
Lesson 13: What were the main social trends in Wilhelmine Germany?

LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.



- **Complete the mind map using information on the previous page.**





Lesson 13: What were the main social trends in Wilhelmine Germany?

LO: To know how the social hierarchy of Wilhelmine Germany worked.

LO: To evaluate which group in society changed the most during this period.



CONSOLIDATE

Key Knowledge Check

How many agricultural workers were there in 1907?	How did the countryside seem?	What did farmers feel?	By how much did real wages rise?	What was the typical working day?
Per year, how many men did the Berlin homeless shelter accommodate?	What did German's traditionally have?	Name 3 families who were elites	What were white-collar workers collectively known as?	Which section of the work class would support reform?

APPLY

To what extent did life improve for ordinary Germans between 1871-1914?

Answer the lesson question as a **summary PEEE paragraph**.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the condition of German society between 1871-1914	Explain one way in which Germany life was better / worse...	Give a precise historical example	Evaluate your reason as to what way Germany was affected
Sentence starters	<i>To a larger extent, German society did / did not This was mainly due to the fact that...</i>	<i>For example, ...</i>	<i>Therefore,</i>



Lesson 14: What was life like for women in the Kaiserreich?

LO: To know what life was like for women in Wilhelmine Germany.

LO: To evaluate how fair life was for women in Wilhelmine Germany.



This is **Alice Salomon**, a woman from the Kaiserreich.

If her portrait could **speak** about her **experiences** as a woman in the Kaiserreich, what types of things do you think she would tell us?



Lesson 14: What was life like for women in the Kaiserreich?



LO: To know what life was like for women in Wilhelmine Germany.

LO: To evaluate how fair life was for women in Wilhelmine Germany.



Women's political rights & experiences

The women's rights campaign was in full flow in Germany during this period. The General German Women's Association had been formed in 1865 and campaigned for access to higher education (universities) and to the professions (lawyers, doctors, accountants and so on), for married women's property rights, for the reform of male sexual conduct and eventually for the vote (which they would achieve in 1919).

In 1894 the many groups of women's rights activists were amalgamated into the League of German Women's Associations. The first president of the League was Auguste Schmidt. By 1901 this umbrella organisation had some 70 000 members in 137 associations and by 1914 this had risen to 250 000. The Movement for Women's Rights certainly had an influence over policy and law-makers. In 1908 a Reich Association Law was introduced, giving women the right to engage in political activity. Before that time, women had been banned from political activity and attending public meetings, though in practice the law had not been consistently enforced and many women had been active even before the law was passed.

The introduction of the Civil Code or *Bürgerliches Gesetzbuch* in 1900 standardised all the rules across the German states. In many cases this worsened a woman's position over property, inheritance and parental rights. In particular, the husband had sole authority over children.

Kinder, Küche, Kirche (children, kitchen, church): these 'three Ks' were seen by many as the proper set of priorities for a woman. To this basic phrase '*Kaiser*', '*Keller*', '*Kammer*' and '*Kleider*' (emperor, cellar, room and clothing) were sometimes variously supplemented or substituted. The list clearly implies domesticity, with the addition of piety or patriotism.

The women's movement in Germany was mainly middle class in membership, as it was in many countries. Most working-class women lacked the time to attend rallies or meetings, being much more concerned with the daily struggle to survive. In Germany as in Britain the movement had a radical wing that tended to regard the policies of the leadership as too cautious. Also, as in Britain, political activity was suspended in 1914 with the outbreak of war.

Despite restrictions, the Kaiserreich contained a range of striking individuals that contradict our assumptions. Both Käthe Kruse and Leonhard Tietz showed entrepreneurial drive. Auguste Schmidt, first president of the League of German Women's Associations, demonstrated organisational flair. Alice Salomon was one of several social reformers. If you take these together, a picture of the Kaiserreich as a dynamic, reformist, socially mobile country emerges, far from the stereotype of a socially rigid, authoritarian and militaristic one that is sometimes presented.



Complete the table below, explaining what each key phrase means

Key Term	Definition
amalgamated	



Lesson 14: What was life like for women in the Kaiserreich?

LO: To know what life was like for women in Wilhelmine Germany.

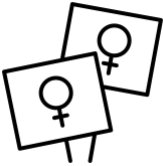
LO: To evaluate how fair life was for women in Wilhelmine Germany.



PRACTICE 1

How influential was the women’s rights movement in Germany?

In the outline of the icon write key words to remind you.



PRACTICE 2

Which groups of women made up the women’s rights movement in Germany?

In the outline of the icon write key words to remind you.





Lesson 14: What was life like for women in the Kaiserreich?

LO: To know what life was like for women in Wilhelmine Germany.

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NEW INFO

The economic and social position of women

While German women were not expected to work after they were married, many working-class married women had no option but to do so in order to provide basic provision for their families. Germany still had 1.25 million female domestic servants in 1907 – about the same as in 1882. But this was a declining share of the labour force. More women were working in better paid industrial or clerical jobs.

There were growing opportunities for unmarried middle-class women.

- Female teacher training expanded from the 1890s.
- Women were prominent in the expanding welfare professions, such as nursing and social work.
- In 1899 German women were finally permitted to acquire medical qualifications after long male resistance.

Male hostility to female emancipation remained deep-rooted. Few women went to university. Women remained formally inferior in law. The husband was the legal guardian of his wife. Abortion was illegal and a double standard persisted in sexual morality. Men could have mistresses. Women were ostracised for committing adultery.

Nevertheless, by 1914 women were becoming more publicly active, at work, in charities, even in politics. This was most obviously true of middle-class women who had by far the greatest opportunities.

KEY TERMS

Complete the table below, explaining what each key phrase means

Key Term	Definition
Hostility	
Emancipation	
Ostracised	



Lesson 14: What was life like for women in the Kaiserreich?

LO: To know what life was like for women in Wilhelmine Germany.

LO: To evaluate how fair life was for women in Wilhelmine Germany.



PRACTICE 1

Which roles were available to most women in Germany around this time?

In the outline of the icon write key words to remind you.



PRACTICE 2

What were some male attitudes towards women's movements at this time?

In the outline of the icon write key words to remind you.





Lesson 14: What was life like for women in the Kaiserreich?

LO: To know what life was like for women in Wilhelmine Germany.

LO: To evaluate how fair life was for women in Wilhelmine Germany.



Alice Salomon

Another prominent social reformer of the Kaiserreich was Alice Salomon (1872–1948). She is best known as one of the founders of social work as a profession, for which she believed women were uniquely qualified. In many ways a traditionalist, she was appalled at what she saw as the corrosive effects of urban life and of the immorality that she saw all around her. A firm believer in marriage, she felt that the working environment for women was an unsuitable one.

From 1902 to 1906 she studied economics at the Friedrich Wilhelm University in Berlin. She went on to achieve a doctorate in 1908, with a final dissertation on pay inequality between women and men. The same year she opened a school for social work (Soziale Frauenschule) in Berlin. This pioneer of social work as a profession especially suitable for women developed her views despite her socially conservative opinions. She saw a need around her and had the determination to see her plans through.



Figure 1.6: Alice Salomon



Explain Alice Salomon’s significance in Germany society.

In the outline of the icon write key words to remind you.





Lesson 14: What was life like for women in the Kaiserreich?

LO: To know what life was like for women in Wilhelmine Germany.

LO: To evaluate how fair life was for women in Wilhelmine Germany.



CONSOLIDATE

Key Knowledge Check

What was the group that campaigned for Women's rights?	Who was Auguste Schmidt?	What does Kinder, Küche and Kirche mean?	Name a social reformer	How many female domestic servant existed in Germany in 1907?
What was expanded in the 1890s?	In 1899 what were German women allowed to acquire?	In German what was the Husband to his wife?	Where did Alice Solomon study?	What did she open?

APPLY

To what extent did life improve for German women between 1871-1914?

Answer the lesson question as a **summary PEEE paragraph**.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the position of German women between 1871-1914	Explain one way in which Germany life was better / worse...	Give a precise historical example	Evaluate your reason as to what way Germany was affected
Sentence starters	<i>To a larger extent, the lives of German women did / did not This was mainly due to the fact that...</i>	<i>For example, ...</i>	<i>Therefore,</i>



Lesson 15: Why did the military have a high status in Germany?



LO: To know different ideologies present in Wilhelmine Germany.

LO: To evaluate the role of elitism and militarism in German society.

NEW INFO

Why was the Army given special status?

A marked feature of the Kaiserreich from 1871 until 1914 was the special status in society given to the army by all classes in Germany. This was in part because of earlier victories by the Prussian army over Napoleon I, then the defeat of the Austrians and finally (and crucially) that of the French in the Franco-Prussian War.

The latter victories had indeed been a driving force of German unification in 1871. But, in addition, what were seen as military virtues – discipline, order, and obedience – were also what were deemed necessary by the majority for the security of the new state, unsettled as it was by strong population growth and rapid industrialisation.

Only the Social Democrats in the Reichstag opposed this special status. It is fair to say that, as the Social Democrat vote grew so too did the numbers of voters who opposed **militarism**. However, even at their peak, just 4 million voted for the Social Democrats – substantial, but still a minority.

The 1871 Constitution fixed the size of the peacetime army at 1% of the population. The first emperor, Wilhelm I, regarded any oversight of the military budget by the Reichstag as an infringement of his royal powers but reluctantly conceded ineffective powers every seven years as proposed by Bismarck.

PRACTICE

Explain why the Army was given special status in German society.

In the outline of the icon write key words to remind you.





Lesson 15: Why did the military have a high status in Germany?



LO: To know different ideologies present in Wilhelmine Germany.

LO: To evaluate the role of elitism and militarism in German society.



What did the Junkers believe the Army represented?

Prussian Junkers dominated the officer caste in the army. The Junker families of East Prussia felt that uniquely in Germany they represented the right sort of virtues that would ensure the survival and prosperity of the German nation. Their younger sons, those with little prospect of inheriting a landed estate, would often join the army instead. Even with the rapid military expansion in the years before 1914, when there were not enough younger sons of Junkers to be recruited, they still dominated the senior ranks and the most fashionable regiments.

Military service for three years was compulsory for all except those who were exempt for some reason. This service was seen as an opportunity to teach blind obedience to those in authority and to encourage monarchic feelings.



Explain what Junkers believed the Army represented in Germany society.

In the outline of the icon write key words to remind you.





Lesson 15: Why did the military have a high status in Germany?



LO: To know different ideologies present in Wilhelmine Germany.

LO: To evaluate the role of elitism and militarism in German society.



What rules did the 1871 constitution state about the army?

The Kaiser was Commander-in-Chief of the Imperial Army. However, under the 1871 Constitution, the Commander-in-Chief of the Bavarian army was the King of Bavaria and his forces only came under imperial direction in wartime. There was also a Minister of War but effective operational control was taken by the Chief of the German General Staff. For 25 years this post was filled by one family: that of Moltke.

Field Marshall Helmuth von Moltke the Elder was Chief of the General Staff first for the Prussian army from 1857 to 1871, and then for the Imperial Army of the Kaiserreich from 1871 to 1888. He is usually credited with turning the army of Prussia into a modern, well-organised and successful fighting force, and with creating new methods for directing armies in the field.



Explain the rules about the Army in the 1871 constitution.

In the outline of the icon write key words to remind you.





Lesson 15: Why did the military have a high status in Germany?



LO: To know different ideologies present in Wilhelmine Germany.

LO: To evaluate the role of elitism and militarism in German society.



What kind of individual was von Moltke the elder?

Von Moltke defies the caricature of the Prussian army officer. Born in northern Germany as the son of a Danish army officer, he survived relative poverty and joined the Prussian army in 1822, rising rapidly in the military hierarchy. He was a cultured man, loving opera, poetry, art and theatre; he also spoke seven languages. He became something of a literary celebrity when his book on his Turkish travels was published in 1840. He was a fierce nationalist and no Liberal. Shocked by the disorder of the 1848 revolutions, he was loyal to the King of Prussia and then to the German emperor. Von Moltke's success in beating the French in the Franco-Prussian War (1870–71) ensured his enduring reputation as a brilliant military leader.

His nephew, Helmuth von Moltke the Younger, was Chief of the Imperial General Staff from 1906 until the outbreak of war in 1914. On the death of his uncle in 1891 he became aide-de-camp to Wilhelm II and so a member of the imperial inner circle. Critics alleged that he only obtained the post of Chief of the General Staff in 1906 on the death of Alfred von Schlieffen because of his name and personal friendship with the kaiser.



What kind of individual was von Moltke the elder?

In the outline of the icon write key words to remind you.





Lesson 15: Why did the military have a high status in Germany?



LO: To know different ideologies present in Wilhelmine Germany.

LO: To evaluate the role of elitism and militarism in German society.

NEW INFO

What kind of individual was Von Moltke the younger

In 1914 von Moltke had a disagreement with the kaiser, who had been told that Britain might not be a combatant, thus allowing Germany to concentrate her forces against Russia on the Eastern Front. This turned out to be a false interpretation of the British position but the kaiser had already instructed von Moltke to change his carefully laid mobilisation plans at the last minute and send almost all his forces east. Von Moltke refused but, even though the kaiser later relented when his advice about British intentions turned out to be incorrect, von Moltke had become ill and resigned his post in September 1914, to be replaced by Erich von Falkenhayn.

Army links with Germany's rapidly developing industrial base were strong ones, ensuring the continuity of supply and exploitation of the latest technical innovations for military use. These links included powers to regulate the availability of credit to industry, the supply of raw materials and even control over patents for new technologies. The importance of the growing railway network for the rapid deployment of troops was not forgotten and every army corps had a trains unit that specialised in rail transport. This integration of the military and the industrial was a central element in late 19th-century German social and economic development and a key aspect of its militarism.

To a large extent, the organisation of the army reflected the organisation of society. Before the 1890s, recruitment to the officer corps was dominated by the sons of Junkers. Although social class and rank were thus closely connected, by 1900 the upper ranks of the army were open to talented officers who were neither Junkers nor from the nobility. This was particularly true of those areas which were less fashionable, such as the engineers and the artillery.

The armed forces were supported by a nationwide system of reserve forces that could be mobilised quickly. Every young man was drafted into the army at the age of 18.

PRACTICE

What kind of individual was von Moltke the younger?

In the outline of the icon write key words to remind you.





Lesson 15: Why did the military have a high status in Germany?



LO: To know different ideologies present in Wilhelmine Germany.

LO: To evaluate the role of elitism and militarism in German society.

CONSOLIDATE

Key Knowledge Check

Why was the Army held in high regard?	What were the 3 military virtues?	How many people voted for the SPD in the 1870s?	What was the fixed size of the peacetime army in 1871?	Which group dominated the officer cate in the army?
What was von Moltke the Elder credited with?	Who was in charge of the army at the outbreak of the war?	What did the organisation of the army represent?	At what age were men drafted into the army?	Why did Moltke resign?

APPLY

Why did the military have a high status in Germany?

Answer the lesson question as a **summary PEEE paragraph**.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the role of elitism and the culture of militarism in the Kaiserreich	Explain one reason why the military had such a high status in Germany	Give a precise historical example	Evaluate your reason as to why the military held such a high status in society
Sentence starters	<i>To a larger extent, the military had a high status in Germany during the Kaiserreich era. This was mainly due to the fact that...</i>	<i>For example, in 187...</i>	<i>Therefore, the military held such a high status in Germany at this time because...</i>



Lesson 16: What was the condition of working people?



LO: To know features of working-class life in Germany.

LO: To evaluate the quality of life for working class Germans.

NEW INFO

In what ways did life improve for the working classes?

Although it is difficult to generalise, the industrialisation of the Second Reich brought some benefits to the working people. Employment rates were generally high and **real wages** increased by 25 per cent between 1895 and 1913. **'State socialism'** began in the 1880s, when the state intervened to provide some regulation. Bismarck's ground-breaking measures included:

- Medical insurance (May 1883): this scheme was paid for jointly by employers and employees. It allowed for the payment of medical bills for workers and their families and covered 3 million workers.
- Accident insurance (June 1884): this was paid for entirely by employers. It provided benefits and funeral grants to people who had been injured at work. In 1886 this was extended to cover 7 million agricultural workers.
- Old-age pensions (May 1889): these were introduced for people over the age of 70.

These measures provided some support in times of sickness, accident and old age. They were extended over the next 30 years.

Caprivi (Chancellor 1890–94) and Posadowsky-Wehner (Minister for Internal Affairs under Bülow) were also responsible for some major reforming legislation, including:

- The recognition of trade unions: these were allowed to arbitrate in wage disputes and sit on industrial tribunals from 1890. Industrial arbitration courts were made compulsory for larger towns in 1901.
- Changes to employment laws: these included a reduction of women's maximum working hours to 11, a guaranteed minimum wage, prohibition on Sunday employment (1891), and various restrictions on child employment.
- More progressive income tax so that the more a person earned, the more they paid.
- An extension to the period for which workers could claim accident insurance (1900).
- An extension to health insurance (1903).

By 1914, over 15 million Germans were covered by sickness insurance, 28 million were insured against accidents, and 1 million received annual pensions.

There were new opportunities for workers to advance themselves through the spread of education and new job opportunities, particularly with the increase in white-collar positions. There were also medical improvements, inoculations and developments in hygiene, which enabled people to live healthier and longer lives. Leisure opportunities improved with better transport and the advent of the cinema, and new devices like the telephone, the typewriter and the electric tram network helped to speed up communications. However, it was the lower-middle and upper working classes who reaped the greatest benefits and it was probably also the case that the prospect of higher living standards made the lower ranks of workers less content with their lot. If the country was flourishing economically, they wanted a greater share of the wealth that they had helped to create.



Lesson 16: What was the condition of working people?

LO: To know features of working-class life in Germany.

LO: To evaluate the quality of life for working class Germans.



PRACTICE 1

How did Bismarck's policy of 'state-socialism' improve the condition of the working classes?

In the outline of the icon write key words to remind you.



PRACTICE 2

How did education improve the conditions of the working classes at this time?

In the outline of the icon write key words to remind you.





Lesson 16: What was the condition of working people?



LO: To know features of working-class life in Germany.

LO: To evaluate the quality of life for working class Germans.

NEW INFO

In what ways was life still hard for the working classes?

At the bottom end of the working-class scale, living conditions could be very tough. Many were forced to live in cramped inner-city streets, quite literally on top of one another. Although wages rose, there were pockets of acute poverty where families had to share rooms and live with the threat of unemployment just around the corner. Such conditions could encourage protest; on average, 200,000 trade union workers per year went on strike between 1905 and 1913. Despite state intervention, the demands of working life compared unfavourably with those in the industrialised Britain and USA (as outlined in the 'A Closer Look' box). It is perhaps unsurprising, therefore, that although most within the working classes were loyal, diligent and patriotic, those who 'lost out' were attracted by the promises of the SPD to improve their lot.

Conditions for the 'working class' of peasants in the countryside could also be harsh. Some peasants left the land altogether and by 1907 the industrial Rhineland and Westphalia had absorbed over a million internal immigrants. Large factories, like that of Krupp in Essen, attracted thousands of peasants' sons who saw little hope of a better future in their rural backwaters. In 1871 only eight German towns had more than 100,000 inhabitants; by 1910 there were 48 such towns.

Of course, this did still leave large numbers of people whose lives remained predominantly rural. In some regions the rural economy flourished, albeit altered by the greater dependence on a money-based economy, the application of more scientific farming, the spread of communication and education (which brought near-universal literacy), and the influence of central and local *Länder* government policies. Overall, some of the constraints that had made rural life harsh and isolated disappeared, and the greater interaction between town and countryside meant that the fortunate could deem themselves better off in 1914 than in 1871.

PRACTICE

In what ways was life still a struggle for the working classes?

In the outline of the icon write key words to remind you.





Lesson 16: What was the condition of working people?

LO: To know features of working-class life in Germany.

LO: To evaluate the quality of life for working class Germans.



CONSOLIDATE

Key Knowledge Check

When was Medical Insurance introduced?	What was Accident insurance introduced?	When was Old-age pension introduced?	What was a woman's maximum working day?	How many Germans were insured against accidents?
How many unions went on strike per year between 1909-15?	How absorbed a million immigrants?	In 1871 how many Germany towns had a population of over 100,000?	How many Germany towns had a population of over 100,000 by 1910	What did some rural economies do?

APPLY

In what ways did life improve for the working classes between 1871 – 1914?

Answer the lesson question as a **summary PEEE paragraph**.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the condition of the working class in Germany between 1871 - 1914	Explain one aspect of working class lives in Germany	Give a precise historical example	Evaluate your reason as to whether or not these conditions had improved.
Sentence starters	<i>To a larger extent, the condition of the working classes did / did not... This was mainly due to the fact that...</i>	<i>For example...</i>	<i>Therefore, the condition of the working classes did / did not improve because...</i>



Lesson 17: Why did anti-Semitism develop in Wilhelmine Germany?



LO: To know the meaning and origin of anti-Semitism.

LO: To evaluate the different causes of anti-Semitism in Wilhelmine Germany.



Why did Nationalism grow in Germany?

While Marxist ideas were enthusiastically supported by the left, right-wing politicians increasingly espoused nationalism and **anti-Semitism**. Wilhelm II, like many Germans, was both nationalistic and anti-Semitic.

In the mid-nineteenth century, nationalism in Germany had been a progressive force that aimed to promote parliamentary government. By the end of the century this had changed. Most nationalists were now conservative, bent on maintaining the *status quo* in a militarised Germany. Many late nineteenth century European writers, by no means all German, extolled the virtues of the Germanic race. Militant German nationalists were invariably hostile to – and contemptuous of – other races, especially Slavs. This had some impact on the substantial number of non-Germans – Poles, French and Danes – who lived within the *Reich*. Nationalists wanted to create an ethnically and linguistically homogeneous nation-state. They had little respect for minority languages and culture. There was some discrimination against national minorities – particularly the Poles, who comprised five per cent of Germany’s population. Prussia’s language legislation in Poland, which decreed that all lessons should be taught in the German language, gave rise to a political crisis of national proportions, including a mass strike by 40,000 Polish schoolchildren in 1906. Repression fuelled rather than dampened Polish nationalism.



Explain why nationalism grew in Germany between 1871 – 1914.

In the outline of the icon write key words to remind you.





Lesson 17: Why did anti-Semitism develop in Wilhelmine Germany?



LO: To know the meaning and origin of anti-Semitism.

LO: To evaluate the different causes of anti-Semitism in Wilhelmine Germany.



How did Anti-Semitism begin?

By the late nineteenth century many German nationalists were anti-Semitic. Before this time European anti-Semitism was based to a large extent on religious hostility: Jews were blamed for the death of Christ and for not accepting Christianity. While anti-Semitism did not disappear, hostility towards Jews in Germany was politically insignificant by the mid-nineteenth century. In 1871 the German constitution extended total civil equality to Jews.

Throughout the nineteenth century, thousands of Russian Jews, fleeing from persecution, settled in Germany. Many prospered, becoming doctors, bankers, lawyers and academics. Thus, by 1900 Jews played an active and visible part in the cultural, economic and financial life of Germany. Most saw themselves as loyal Germans. Many no longer identified with a separate Jewish community; some inter-married with Germans and converted to Christianity. In 1910 the 600,000 practising Jews who lived in the *Reich* constituted about one per cent of the population.



What were the origins of Anti-Semitism in Germany?

In the outline of the icon write key words to remind you.





Lesson 17: Why did anti-Semitism develop in Wilhelmine Germany?



LO: To know the meaning and origin of anti-Semitism.

LO: To evaluate the different causes of anti-Semitism in Wilhelmine Germany.



What was the race-struggle?

During the late nineteenth century, anti-Semitism became increasingly racial rather than religious. As early as the 1850s French Count Joseph Arthur de Gobineau argued that races were physically and psychologically different. History, in Gobineau's view, was essentially a racial struggle and the rise and fall of civilisations was racially determined. He claimed that all the high cultures in the world were the work of the **Aryan** (or Germanic) race and that cultures declined when Aryans interbred with racially 'lower stock'.

Charles Darwin's *The Origin of Species*, published in 1859, provided further ammunition for the race cause. Although Darwin said nothing about race, his theory of natural selection as a means of evolution was adopted – and adapted – by many scholars. **Social Darwinists** soon claimed that races and nations needed to be fit to survive and rule. A number of writers claimed that the Germans had been selected to dominate the earth. They therefore needed more land. This would have to be won from other inferior races, most likely the Slavs. Such visions of international politics as an arena of struggle between different races for supremacy were commonplace by 1914.



What was the belief in 'race struggle' and what was its impact on Germany?

In the outline of the icon write key words to remind you.





Lesson 17: Why did anti-Semitism develop in Wilhelmine Germany?



LO: To know the meaning and origin of anti-Semitism.

LO: To evaluate the different causes of anti-Semitism in Wilhelmine Germany.

NEW INFO

Why did Anti-Semitism grow?

Militant German nationalists, who believed that the Germans were indeed the master race, were invariably hostile to – and contemptuous of – other races, especially the Jews. Jews came to stand for all that nationalists loathed: liberalism, socialism and **pacifism**. Pamphleteers, newspaper editors and politicians presented anti-Semitic views to the German public. So did artists and musicians (like Richard Wagner, the famous composer). Among the most prominent anti-Semitic writers was Wagner’s son-in-law Houston Stewart Chamberlain. Son of a British admiral and a German mother, Chamberlain published his most influential work – *Foundations of the Nineteenth Century* – in 1900. He claimed that the Jews were a degenerate race, conspiring to attain world domination and threatening German greatness. His book became a bestseller in Germany, even drawing praise from Wilhelm II.

Economic factors may have encouraged anti-Semitism. Those groups hit by economic and social change (especially peasant farmers and skilled workers) were easily persuaded that Jewish financiers were to blame for their suffering. Anti-Semitic prejudice was also strong in the higher reaches of society: the court, the civil service, the army and the universities. Thus, anti-Jewish feeling permeated broad sections of German society. In the late nineteenth century anti-Semitic politicians contested elections. Right-wing parties, which espoused anti-Semitism, gained a majority in the *Reichstag* in 1893.

However, the strength of political anti-Semitism in Germany should not be exaggerated. The success of the nationalist parties in 1893 had little to do with anti-Semitism. Indeed, no major German political party pre-1914 was dominated by anti-Semites and after 1900 the anti-Semitic parties were in steep decline, running out of voters and money. Respectable opinion in Germany remained opposed to anti-Semitism. In 1914 German Jews seemed in less danger than Jews in France or Russia.

PRACTICE

Why did Anti-Semitism grow in Germany between 1871 - 1914?

In the outline of the icon write key words to remind you.





Lesson 17: Why did anti-Semitism develop in Wilhelmine Germany?



LO: To know the meaning and origin of anti-Semitism.

LO: To evaluate the different causes of anti-Semitism in Wilhelmine Germany.

Key Knowledge Check

CONSOLIDATE

When was Medical Insurance introduced?	What was Accident insurance introduced?	When was Old-age pension introduced?	What was a woman's maximum working day?	How many Germans were insured against accidents?
How many unions went on strike per year between 1909-15?	How absorbed a million immigrants?	In 1871 how many Germany towns had a population of over 100,000?	How many Germany towns had a population of over 100,000 by 1910	What did some rural economies do?

APPLY

Why did anti-Semitism develop in Wilhelmine Germany?

Select the factor you put as the **most important** to help you answer the lesson question.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the most important reason for why anti-Semitism developed in Wilhelmine Germany	Explain one reason why anti-Semitism developed in Wilhelmine Germany	Give a precise historical example	Evaluate your reason as to why anti-Semitism developed
Sentence starters	<i>One main reason for the development of anti-Semitism in Wilhelmine Germany was... This was because...</i>	<i>For example,...</i>	<i>Therefore, anti-Semitism developed in Wilhelmine Germany because...</i>



Lesson 18: Why was German culture so diverse?



LO: To know key individuals in Wilhelmine German culture.

LO: To evaluate how they contributed to culture in Wilhelmine Germany.

NEW INFO

German culture

Why was German culture so diverse?

Pre-1914 the word '*Kultur*' – culture – carried a heavy charge as it had done in the *Kulturkampf* (see pages 15–18). Infused with growing nationalist sentiment, *Kultur* supposedly denoted superior German accomplishments in scholarship and the arts. For some it also stood for a greater seriousness and 'depth' than could be found in the 'civilisations' of the Anglo-Saxons and France. But at the same time, culture was starting to acquire its modern sense of 'way of life'. This idea of culture as something that included manners, customs and material artefacts received a powerful stimulus from imperialist encounters with 'native cultures'.

Even if the term is used simply to define the arts, Wilhelmine culture presents a picture of enormous diversity. It included **avant-garde** art and traditional painting, new drama and **pulp fiction**, classical and dancehall music. While historians often use the simple distinction between 'high' (or elite) and 'low' (or popular) culture, this is hardly adequate given the complexities involved. The culture wars of the Wilhelmine years, like the previous *Kulturkampf*, were essentially conflicts about the value of modernity.

High culture

Avant-garde and official, conventional culture were both elitist in their different ways.

Many works musically, artistically and in literature were done within a traditional, established idiom (for example, the novels of Thomas Mann, the paintings of Franz von Lenbach and Anton von Werner, and the music of Brahms and Wagner) and were generally approved. But there were also works by the avant-garde. Literary avant-garde can be traced through successive waves of 'isms' – naturalism, symbolism, expressionism – as shown in the drama of Hauptmann and the poetry of Rilke. Art was even more avant-garde with the emergence of successive new 'movements' – from realism through impressionism to expressionism. Architecture and design were also affected by modernism. The great icons of the modernist movement – Gropius, Mies van der Rohe and Le Corbusier – had served their apprenticeship with Peter Behrens; Gropius had built his famous Fagus shoe factory in glass; the *Werkbund* exhibition buildings of 1914 in Cologne had predated the ideas of the Bauhaus. In music, regarded by many contemporaries as the quintessential 'German' art form, Richard Strauss and Arnold Schoenberg represented a major break with tradition.

Many elements of what are regarded as 'Weimar culture' (see pages 127–33) were already in place. By 1914 Berlin, a magnet for writers and artists, had a vigorous café culture, abundant theatres, journals and publishers, alongside dealers, galleries and private patrons of avant-garde art. But support for anti-establishment culture also existed elsewhere, especially in Munich – home to a large community of writers and artists. Spanish artist Picasso said in 1897 that if he had a son who wanted to be an artist, he would send him to study in Munich not Paris.

Contemporary culture

Everyday middle-class culture was very influential. By the early twentieth century as many as 100,000 Germans supported themselves from writing, music, the theatre and related activities. Few were avant-garde. While virtually all Germans could read, it is estimated that only about a fifth read journals, magazines or literature of any kind and only about a fifth of these – 4 per cent of the population – read serious German authors like Schiller and Goethe.

The other 16 per cent preferred the immensely popular western novels of Karl May, the sentimental accounts of rural life known as *Heimat* literature and 'light' stories serialised in family magazines and newspapers (16 million copies of daily papers were sold in Germany by 1914).

Highly educated Germans, concerned that cultural standards were being eroded, were critical of mass culture. They expressed concern at the popularity of pulp fiction, new forms of entertainment like the variety show and dancehall, the rise of the cinema (there were 2,500 in Germany by 1914) and the growth of spectator sports, especially football and professional cycling.

Cultural revolt

There was a widespread cultural revolt in these years – and not just in the arts. Many Germans, with time and money to spare, tried to get in touch with their inner selves. Psychology, sexology, 'physical culture', holistic medicine, anthropology, the para-normal, spiritualism and Buddhism were among the intellectually fashionable concerns of Germans in the early twentieth century, with a potential audience stretching down to the lower middle class. This was an age of fads, fashions and instant utopias. Some seemed modern. Others urged the return to the simple life – vegetarianism, wearing sandals and loose clothing, or no clothes at all.

How widespread were anti-modernist attitudes?

In the 1920s and 1930s the Nazis presented themselves as the bitter foes of cultural modernity and demanded a return to the simple German virtues. In so doing, they received much support. It has often been argued that 'anti-modernist' attitudes were similarly widespread in Wilhelmine Germany and that in these attitudes can be found the cultural roots of National Socialism. But this argument does not altogether stand up.

There were certainly critics of almost every aspect of modernity. Many regarded 'Americanisation' and the modern city as a threat to German traditional values. This critique of modernity overlapped with a dislike and hostility towards mass culture and often reflected suspicion of the proletariat. Those who lived in rural Germany particularly resented and feared the changing nature of society. There were also political groups willing to appeal to prejudices against the symbols of modern urban society – socialism, 'deviant' sexuality, avant-garde artists and Jews. While these intellectual currents had their counterparts elsewhere in Europe, anti-modernism in the arts was probably more pronounced in Germany.

However, the responses to the challenge of modernity cannot easily be pigeon-holed in political terms. Radical SPD members, for example, extolled the virtues of hiking or cycling into the countryside or tilling allotments as a way of escaping urban regimentation, thereby embracing anti-modernism. Conversely, many right-wing Germans, albeit loathing modern art, admired modern science and technology, approving of automobile and aircraft developments.

Both pro-modern and anti-modern standpoints were capable of being harnessed to very different political positions. Educated middle-class critics of modernity were invariably selective in practice, accepting the fruits of technology when it suited and using modern communications to convey their message about the virtues of peasant life.



Lesson 18: Why was German culture so diverse?

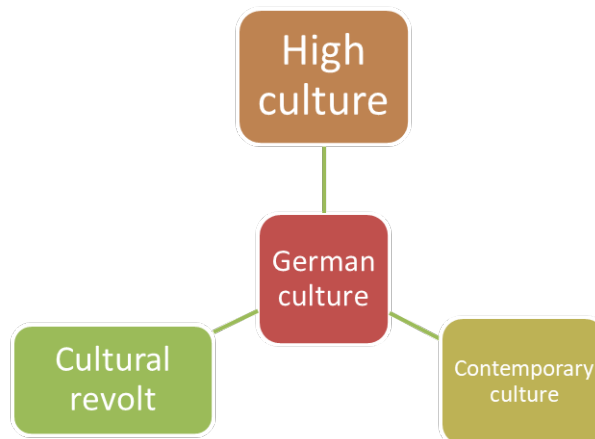
LO: To know key individuals in Wilhelmine German culture.

LO: To evaluate how they contributed to culture in Wilhelmine Germany.



PRACTICE

- **Complete the mind map using information on the previous page.**





Lesson 18: Why was German culture so diverse?



LO: To know key individuals in Wilhelmine German culture.

LO: To evaluate how they contributed to culture in Wilhelmine Germany.

CONSOLIDATE

Key Knowledge Check

What did the idea of culture include?	What were the culture wars about?	Name two German composers	What exhibition took place in Cologne?	How many Germans supported themselves in the arts?
What % of Germans read any kind of literature?	What two sports became popular?	What was this period described as?	What did many regard as a threat to modern German values?	Where was anti-modernism most pronounced in Europe?

APPLY

In what ways was German culture so diverse between 1911 - 1914

Select the factor you put as the **most important** to help you answer the lesson question.

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate different aspects of culture in Wilhelmine Germany	Explain one reason why culture was so diverse in Wilhelmine Germany	Give a precise historical example	Evaluate your reason as to why there was so much diversity in culture
Sentence starters	<i>One main reason for such diversity of culture in Wilhelmine Germany was... This was because...</i>	<i>For example,...</i>	<i>Therefore, culture was so diverse in Wilhelmine Germany because...</i>



Lesson 19: Had Germany reached a point of crisis by 1914?

LO: To know key individuals in Wilhelmine German culture.

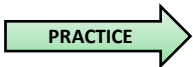
LO: To evaluate how they contributed to culture in Wilhelmine Germany.



The political condition of Germany by 1914

The creation of the German Empire in 1871 brought a new constitution that was forward-looking in its establishment of a representative Reichstag and the granting of universal suffrage, but which placed government firmly in the hands of the Emperor, Kaiser Wilhelm I, and his Imperial Chancellor. Initially Bismarck, as that Chancellor, commanded the support of the National Liberals. However, it is a mark of the Chancellor's power that he was, in 1878, able to discard a party that had become an embarrassment to him and rule with the support of the Conservatives and Centre. But the Chancellor's political support was still very tenuous and by the 1880s, Bismarck experienced increasing problems with the Reichstag. His resignation, after quarrelling with the new Kaiser Wilhelm II in 1890, showed just how vulnerable the Chancellor's position actually was.

Kaiser Wilhelm II had no fewer than four different chancellors between 1890 and 1914, each dependent on his whim. Throughout this period a fear of socialism (and its much exaggerated revolutionary intentions) haunted the Kaiser's governments and, as the pace of industrialisation increased, right-wing conservatives increasingly lobbied for protective policies and the pursuit of *Weltpolitik*. The Reichstag grew still more obstructive as chancellors sought to raise money to pay for the country's military and social expenditure. The Kaiser himself showed scant regard for democratic rule in his interview with the *Daily Telegraph* of 1908 and his attitude to the Zabern Affair of 1913. By the time of the 1912 election, which left the SPD as the largest party in the Reichstag, the Bismarckian constitution had broken down; a factor that helped to push the country towards war in 1914.



What was the political condition of Germany by 1914?

In the outline of the icon write key words to remind you.





Lesson 19: Had Germany reached a point of crisis by 1914?

LO: To know key individuals in Wilhelmine German culture.

LO: To evaluate how they contributed to culture in Wilhelmine Germany.

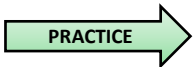


The economic condition of Germany by 1914

The years of the Second Reich were a time of rapid and successful industrialisation, with expansion in both old and new industries. Improvements in communications, increased urbanisation, the wider availability of modern machinery, and the production of chemical fertilisers also provided new opportunities for farmers, particularly those living near the big industrial centres.

Growth was, of course, uneven. Some areas of Germany remained predominantly rural, but in the Ruhr, the Saar, Alsace-Lorraine, Silesia, Saxony and around Berlin industry boomed. The northern seaports, particularly Hamburg, also expanded as centres of ship-building and trade. Germans won a third of all the Nobel prizes awarded for science between 1909 and 1914 and led the world in the growth of high-technology industries such as chemicals, electricals, steel and cars.

Economic growth brought economic 'concentration' – the creation of large firms and cartels that controlled single industries, for example chemicals, or a variety of processes that together produced manufactured goods, such as cars. New economic 'giants' emerged, such as Krupps and Thyssen (steel magnates), BASF, Bayer, Hoechst and Agfa (chemicals), Siemens, Bosch and AEG (electricals), and Benz and Daimler (cars). The directors of these huge firms wielded not only economic power, but also considerable political influence.



What was the economic condition of Germany by 1914?

In the outline of the icon write key words to remind you.





Lesson 19: Had Germany reached a point of crisis by 1914?

LO: To know key individuals in Wilhelmine German culture.

LO: To evaluate how they contributed to culture in Wilhelmine Germany.

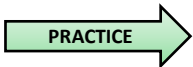


The social condition of Germany by 1914

A 40 per cent growth in population, coupled with rapid economic modernisation between 1871 and 1914, brought significant changes to German society. German workers (making up around 40 per cent of the population in 1914) were mostly better off than ever before. Jobs were plentiful, real wages rose, and they could enjoy the material benefits of industrial development all around them. However, their working conditions could be poor and overcrowding was rife in the poorer areas of industrial cities.

The 'middle classes' generally fared well as a result of economic change and there was a dramatic expansion in the number of 'white-collar', salaried office workers. Indeed, this was the fastest-growing sector of all. In 1872 the ratio of manual to white-collar workers had been 10.6:1, but 40 years later it was 3.5:1. At the top of this middle class group, those with sufficient enterprise and capital had new opportunities to advance up the social ladder, although comparatively few reached the heights of the great industrial 'barons' – men like the Krupps, Thyssens and Siemens.

Despite all the economic modernisation, the core elite in society remained the Prussian Junker aristocracy with their titles and landed estates in Eastern Prussia. Under Kaiser Wilhelm II, in particular, this aristocracy was joined by the officer corps of the German Army (many of them Junkers themselves) as a culture of militarism permeated society, increasing the gap between the elites and the masses. The lot of the peasants varied by region and by land-holding, but for all those who improved their situation, there were others who turned their back on the land and swelled the urban working class.



What was the political social of Germany by 1914?

In the outline of the icon write key words to remind you.





Lesson 19: Had Germany reached a point of crisis by 1914?

LO: To know key individuals in Wilhelmine German culture.

LO: To evaluate how they contributed to culture in Wilhelmine Germany.



CONSOLIDATE

Key Knowledge Check

What was the new constitution described as?	Who was Bismarck able to discard the support of?	What was their a fear of?	How many chancellors did Wilhelm have?	When was the Zabern affair?
What did Germany experience?	Which northern seaport expanded?	By what % did Germany's population grow?	What was the ratio of white collar workers to manual?	Name 3 great industrial barons

APPLY

To what extent had Germany reached a point of crisis by 1914?

Success criteria:

Learning Outcome	Grade E	Grade C	Grade A
I can evaluate the condition of Germany by 1914.	Explain one aspect of Germany in 1914.	Give a precise historical example	Evaluate the condition of Germany by 1914.
Sentence starters	<i>One one hand it could be argued that Germany had reached a point of crisis by 1914... This was because...</i>	<i>For example,...</i>	<i>Therefore, Germany had / had not reached a point of crisis by 1914 because...</i>