

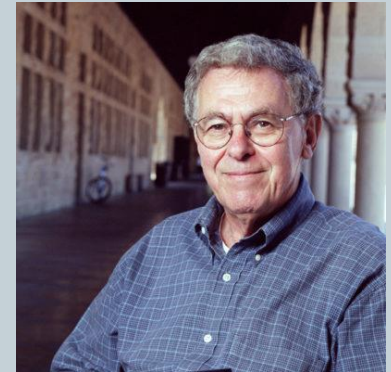
The Victorian Compromise



Meaning



- Expression coined by Prof. **Lawrence Friedman**
- Referred to that **double standard** of behavior which tolerated sin and vice, so long as they took place in the private sphere.
- Men and women who deviated from the official norms had to preserve their reputation to be respectable.
- Public virtues and private vices.



Being respectable for a man meant having:



- Connections
- Station
- Money
- Education
- Decorum
- Good-taste
- Godliness
- Good manners



Being respectable for a woman meant being:



- Accomplished
- Elegant
- Connected
- Chaste
- Devoted



Social Victorian Compromise



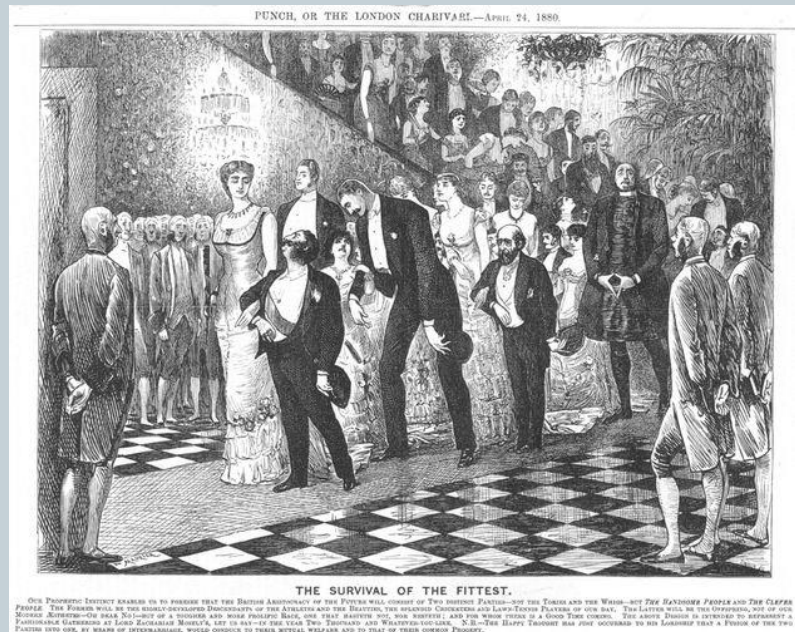
- Contradiction between industrial progress and the suffering it produced.
- Upper and middle classes enjoyed marked advancements in wealth.
- Working classes suffered greatly because of:
 1. Poor living conditions
 2. Exploitation
 3. Child labor
 4. High mortality rate



Social Darwinism



- Human groups and races are subject to the same laws of **natural selection**.
- Societies evolve from lower (barbarian) to higher (civilized) forms.
- Natural selection: most capable surviving, least capable dying out.
- Wrong to interfere with this process.
- It justified:
 1. Imperialism
 2. Racism
 3. Eugenics
 4. Social inequality



Victorian Compromise and the empire



- Expansion of Britain of its empire.
- In the late 19th century patriotism was influenced by ideas of racial superiority.
- Civilizing mission of the white man.
- A duty as culturally superior.
- Exploitation.
- Submission.
- Destruction of native cultures.



Robinson, the Prototype of a Colonizer



- *“ when he espied me he came running to me, laying himself down again upon the ground, with all the possible signs of an humble, thankful disposition, making a great many antic gestures to show it. At last he lays his head flat upon the ground, close to my foot, and sets my other foot upon his head, as he had done before; and after this made all the signs to me of **subjection**, **servitude**, and **submission** imaginable, to let me know how he would serve me so long as he lived. **I understood** him in many things, and let him know I was very well pleased with him. In a little time I began to speak to him; and teach him to speak to me: and first, I let him know his name should be **Friday**, which was the day I saved his life: I called him so for the memory of the time. I likewise taught him to say **Master**; and then let him know that was to be my name. (Robinson Crusoe)*

The White Man's Burden. Kipling.



- Take up the **White Man's burden**-
- -Send forth the **best ye breed**-
- -Go bind your sons to exile
- To **serve** your captives' need;
- To wait in heavy harness,
- On **fluttered folk and wild**
- Your new-caught, **sullen** peoples,
- Half-**devil** and half-**child**.

- **Burden:** a heavy responsibility
- **Breed:** children
- **Harness:** boring daily work
- **Fluttered:** unsteady
- **Folk:** people
- **Sullen:** bad-tempered; gloomy

The POEM



- Rudyard Kipling originally wrote the poem to celebrate Queen Victoria's Diamond Jubilee in 1897.
- He revised it in 1899 to exhort the American people to conquer and rule the Philippines.
- He defines **white imperialism** and colonialism in moral terms as a “burden”.
- The white race must take up in order to help the non-white races develop civilization.
- The phrase "**white man's burden**" remains notorious as a racist justification for Western conquest.

SUMMARY



- The speaker exhorts the white audience to perform a difficult task assigned to them by virtue of their whiteness.
- This task will require the best people in white society to go forth to another land, with an entire generation of young men essentially being exiled.
- These young men will be made to serve a foreign people they themselves conquered; paradoxically, the young men will have to serve their own unwilling captives.
- The young white men will be harnessed like horses awaiting the beck and call of an unreliable, nearly savage people, who have just been captured like prizes in a contest.
- These same people are not human adults but both childlike and evil.

THE BURDEN THEME



- By emphasizing the hardships of this "burden," the poet sees all the difficulties of an imperialist project.
- The "silent, sullen peoples" lifted up from "bondage" will never offer the imperialists any thanks or praise.
- Imperialism is a sober, **tedious duty** rather than a grand adventure of conquest
- The larger part of "the white man's burden" is thus an exercise in "patience," accepting the length and difficulty of the task set for the imperialists.
- Imperialism and colonialism is a thankless task, taken up by whites purely out of goodwill for other races , without any ulterior motive of profit, reward, praise, or even gratitude.
- Imperialism is the white man's gracious sacrifice on behalf of non-whites.

RACISM



- The concept that white races must conquer and educate the non-white races of the world by force and against their will is based on a racist worldview.
- The poem takes it as being obvious that white races are superior and civilized, while non-white races are inferior and savage.
- White imperialism was never driven by the selfless motives. Its consequences were:
 1. devastation and enslavement of native people in the Americas,
 2. the slave trade that developed out of European colonialism in Africa.
 3. the rapacious corrupt practices of the Belgian Congo,
 4. the profit and power and national pride that Britain derived from its empire on which it gloatingly exulted “the sun never set”.

