Education for All?

Why did Denmark develop mass education for all in 1814, while Britain created a public-school system only in 1870 and primarily educated academic achievers? Cathie Jo Martin argues that fiction writers and their literary narratives inspired education campaigns throughout the nineteenth century. Danish writers imagined mass schools as the foundation for a great society and economic growth. Their depictions fortified the mandate to educate all people and showed neglecting low-skill youth would waste societal resources and threaten the social fabric. Conversely, British authors pictured mass education as harming social stability, lower-class work, and national culture. Their stories of youths who overcame structural injustices with individual determination made it easier to blame students who failed to seize educational opportunities. Novel and compelling, *Education for All?* uses a multidisciplinary perspective to offer a unique gaze into historical policymaking. This title is part of the Flip it Open Programme and may also be available Open Access. Check our website Cambridge Core for details.

Cathie Jo Martin is Professor of Political Science at Boston University. Martin's book with Duane Swank, *The Political Construction of Business Interests*, received the APSA David Greenstone book award. She has received fellowships from the Radcliffe Institute, National Endowment for the Humanities, and Russell Sage Foundation, among others.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 14 Nov 2026 at 08:37:01, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009419673

Cambridge Studies in the Comparative Politics of Education

Editor

Terry M. Moe, Stanford University

Education and its reform are matters of great political salience throughout the world. Yet as Gift and Wibbels observed, "It is hard to identify a community of political scientists who are dedicated to the comparative study of education." This series is an effort to change that. The goal is to encourage a vigorous line of scholarship that focuses squarely on the politics of education across nations, advances theoretical thinking, includes a broad swath of educational terrain – from elementary and secondary education to vocational education to higher education – and explores the impacts of education on key aspects of society. The series welcomes books of very different types. Some may be grounded in sophisticated quantitative analysis, but qualitative work is welcome as well, as are big-think extended essays that develop agenda-setting ideas. Work is encouraged that takes on big, important, inherently messy topics, however difficult they may be to study. Work is also encouraged that shows how the politics of education is shaped by power, special interests, parties, bureaucracies, and other fundamentals of the political system. And finally, this series is not just about the developed nations, but encourages new work on developing nations and the special challenges that education faces in those contexts.

Books in the series

The Comparative Politics of Education:Teachers Unions and Education Systems around the World Edited by Terry M. Moe and Susanne Wiborg

A Loud but Noisy Signal? Public Opinion and Education Reform in Western Europe Marius R. Busemeyer, Julian L. Garritzmann and Erik Neimanns

The Politics of Comprehensive School Reforms: Cleavages and Coalitions Katharina Sass

Making Bureaucracy Work: Norms, Education and Public Service Delivery in Rural India Akshay Mangla

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 14 Nov 2026 at 08:37:01, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009419673

Education for All?

Literature, Culture and Education Development in Britain and Denmark

CATHIE JO MARTIN
Boston University

CAMBRIDGE
UNIVERSITY PRESS

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 14 Nov 2026 at 08:37:01, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009419673

CAMBRIDGE
UNIVERSITY PRESS

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of Cambridge University Press & Assessment,
a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of
education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781009419659

DOI: 10.1017/9781009419673

© Cathie Jo Martin 2024

This work is in copyright. It is subject to statutory exceptions and to the provisions
of relevant licensing agreements; with the exception of the Creative Commons version
the link for which is provided below, no reproduction of any part of this work may
take place without the written permission of Cambridge University Press.

An online version of this work is published at doi.org/10.1017/9781009419673 under
a Creative Commons Open Access license CC-BY-NC 4.0 which permits re-use, distribution
and reproduction in any medium for non-commercial purposes providing appropriate
credit to the original work is given. You may not distribute derivative works without
permission. To view a copy of this license,
visit https://creativecommons.org/licenses/by-nc/4.0/

All versions of this work may contain content reproduced under license from
third parties. Permission to reproduce this third-party content must be obtained from
these third-parties directly.

When citing this work, please include a reference to the DOI 10.1017/9781009419673

First published 2024
First paperback edition 2025

A catalogue record for this publication is available from the British Library

*A Cataloging-in-Publication data record for this book is available from the
Library of Congress*

ISBN 978-1-009-41965-9 Hardback
ISBN 978-1-009-41966-6 Paperback

Cambridge University Press & Assessment has no responsibility for the persistence
or accuracy of URLs for external or third-party internet websites referred to in this
publication and does not guarantee that any content on such websites is, or will
remain, accurate or appropriate.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 14 Nov 2026 at 08:37:01, subject to the
Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009419673