

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.

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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.

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Education for All?

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