

Index

- Aakjær, Jeppe, 29, 199
- Abrahamson, Joseph, 145
- absolute monarchy, 102
- in Denmark, 23, 79, 83
- educational expenditures under, 22
- Oehlenschläger defending, 102–3
- access, 12, 167, 170–1
- activist writers on, 127–32
- in Danish education, 14, 117, 141
- to secondary education, 41
- accountability, 16–17
- Acland, Arthur, 43, 176–80
- Act on General Secondary Education, 40
- activist writers, 80
- on access, 127–32
- in Britain, 34–5, 118–36, 204
- cultural work of, 25–30
- in Denmark, 29, 136–58, 196–8, 204
- in education reform, 92–7, 103–11, 127–36, 145–58
- Law for State Support for Folk High Schools and Agricultural Schools of 1892 and, 198–200
- mass education supported by, 30
- in policymaking, 30
- in political coalitions, 27–8
- Secondary Education Act (Denmark) and, 200–3
- state school and, 145–6
- working class depicted by, 38
- administrative structures, 61
- in British education, 16, 117–18
- in Danish education, 16, 117–18
- Fabians on, 184
- reform of, 156–8
- agency, 47, 55
- of fiction writers, 25
- Alesina, Alberto, 49
- Alexander, Jeffrey, 55
- Andersen, Hans Christian, 29, 36, 65, 98, 136, 139, 140
- Anglican Church, 34, 116
- Ansell, Ben W., 45
- antisemitism, 138
- April Fools* (Heiberg, J. L.), 70
- Arnold, Mary Penrose, 135, 169
- Arnold, Matthew, 4, 26–8, 38–9, 114–15, 119, 120, 129, 178–9
- on education goals, 121–2, 174
- on education reform, 135
- on pedagogy, 172
- public education advocated by, 134–5
- Revised Code opposed by, 131
- on self-development, 64
- Athenaeum Club, 120
- Augustenborg, Frederik Christian af, 105–7
- Austen, Jane, 123
- Austria, 17
- authoritarianism
- mass education under, 20
- avant-garde*, 4
- Baggesen, Jens, 98, 104–5, 109–10
- Baldwin, Stanley, 187
- Balfour, Arthur, 183
- Balle, Nicolai Edinger (Bishop), 32, 98, 105–8, 153
- Bang, Herman, 27–8, 190, 193
- Bannerman, Henry Campbell, 183–4
- Barbault, Anna, 87–8

- Barrie, James, 169–70
 Basedow, Johann Bernhard, 15–16, 31–3, 103
 BDSCAN, 61
 Beland, Daniel, 51
 Belgium, 12
 Bell, Andrew, 15–16, 93–4
 Coleridge and, 95, 96
 Bell, John, 26
 Bell–Lancaster method, 34, 36–8, 78–9, 95,
 113, 153–4
 Coleridge on, 95
 promotion of, 80
 Bentham, Jeremy, 35, 91–3
 Berg, Christian, 41–2, 197–8, 200–1
 Bernstorff, Andreas Peter, 31–3, 109
 Bernstorff, Christian Günther, 80
 Bernstorff, Johann Hartvig Ernst von,
 32–3, 103
 Bjørnson, Bjørnstjerne, 196–7, 199
 Blair, Tony, 211
Bleak House (Dickens), 126
 Blicher, Steen Steensen, 36, 98, 136, 138–9,
 144, 146, 149
 on education, 155
 Board of Education Act, 181
 Bokkenheuser, Knut, 107
The Book of Words (Kipling), 173
 Børresen, C. L., 156
 Bourdieu, Pierre, 55
 Bowles, John, 94
 Brandes, Edvard, 41–2, 190, 197–8
 Brandes, Georges, 41–2, 201
 Brereton, Cloudesley, 182–3
 Britain, 1, 12
 access in, 14
 activist writers in, 34–5, 118–36, 204
 authors and schooling in, 85–97, 118–36,
 167–89
 church and state relationships in, 24
 education in, 1
 education reform in, 92–7, 203, 211–12
 elites in, 24, 34
 fiction writers in, 79–80, 85–97
 Industrial Revolution in, 80–1
 industrialization in, 115
 politics in nineteenth century, 29
 religion in, 24
 school choices in nineteenth century, 80–5
 social class in, 29, 62–3
 urbanization in, 81
 writers' networks in, 85–7, 118–20, 167–75
 British and Foreign School Society, 35, 92
 British education, 1, 5, 8
 administrative structures in, 16, 117–18
 curricula in, 15
 Danish education compared with, 11, 21–2
 democratization and, 19–20
 dimensions of, 13
 establishment of, 12
 expenditures, 12–14, 206
 individualism in, 114
 industrialization and, 18–19
 national regulation in, 20–1
 nation-building and, 17–18
 pedagogy in, 15–16, 20–1, 34, 84–5
 primary school expansion, 1820–1870,
 37–40
 primary schools in 1720–1820, 33–5
 programmatic differentiation in, 12, 20–1
 secondary education development,
 1870–1920, 42–4
 in twentieth century, 160, 162
 vocational education in, 21–2
 British Liberal Party, 113–14
 Brontë, Charlotte, 6, 56–7, 70, 119, 130
 on poverty, 124
 Brougham, Henry, 90, 119
 Brown, Tom, 75
 Browning, Elizabeth Barrett, 119
 Browning, Robert, 119
 Bruce, Henry Austin, 133
 Bruus, Morten, 144
 Bryce, James, 43, 131–2, 177–9, 183
 Bryce Commission, 178–80
 Bugge, K. E., 142
 Bulwer-Lytton, Edward, 120, 124, 125
 Burdett-Coutts, Angela, 130
 Burke, Edmund, 29, 81–2, 86, 88
 Burne-Jones, Edward, 187–8
 Busemeyer, Marius, 45
 Byron, Lord, 35, 91, 93

 Caird, Edward, 168–9
Caleb Williams (Godwin), 91–2
 Cameron, David, 211
Camill and Constance (Rahbek), 100
 capitalism, 26, 70
 Carlyle, Thomas, 27, 119
 Carstensen, M. B., 210
 Catholicism, 18, 24
 Chadwick, Edwin, 135
 Chamberlain, Joseph, 133–4, 162, 187
 Chambers, Edmund, 182–3
 Chapman, John, 119
 Chartist movement, 116, 120
 child labor, 111

The Childhood of King Erik Menved
(Ingemann), 144

Christian Socialist movement, 118–19

Christian VI (King), 84, 97, 140

Christian VII (King), 100

Christian VIII (King), 152–3

Christianity, 106–7

A Christmas Carol (Dickens), 27

church and state relationships

in Britain, 24

in Denmark, 24

class cleavages, 57

classical studies, 143

Hardy on, 169

Kipling on, 169–70

Clausen, Henrik Nicolai, 156

cleavage formation, 51

clustering method, 61, 72

Cobbett, William, 29

code

culture as, 55

Co-Efficients (dining club), 185

cognitive frames, 4, 26–7

Colbiørnsen, Christian, 107, 108

Coleridge, Samuel Taylor, 28, 34–5, 68–9,

80, 86, 88, 90, 95

Bell, A., and, 95, 96

on Bell–Lancaster method, 95

on education, 91

collectivism, 57

Colley, Linda, 18

Collins, Willkie, 119

Committee on Education, 128, 129, 134

Committee on the Privy Council on

Education, 39

common good

Mills on, 121–2

Coningsby (Disraeli), 120

Conrad, Joseph, 175

Conservative/Liberal-Unionist coalition, 180–2

context, 58–9

cooperation

cultural values on, 74

Corn Laws, 38, 115, 116

Courtney, Leonard, 185

Cox, Robert Henry, 51

Cripps, Charles Alfred, 185

cultural constraint, 56, 76–7

defining, 4–5

cultural divergence, 58

cultural frames, 50–1, 53–4, 222, 223

on education, 114

fiction writers providing, 79–80

cultural toolkits, 56

cultural transmission, 56–9

cultural tropes, 61–2

cross-national differences in, 48

cross-national study on, 63–76

structure of, 47

transmission of, 48

cultural turn, 76–7

cultural values, 23, 45, 49–50, 206

on cooperation, 74

education reform and, 207

on government, 52, 73–4

religious traditions and, 24

cultural views

institutional change and, 52–4

cultural work, 51, 54–5

of activist writers, 25–30

structure of, 25

culture

as code, 55

conceptions of, 54–5

Gyllembourg on formation of, 141

institutional change and, 6–7, 52–3, 59–61

politics and, 4–6

reform ideas and, 65

social class and, 12

Culture and Anarchy (Arnold, Matthew), 125

curricula, 106–7

in British education, 15

Daniel Deronda (Eliot), 168

Danish education, 8

access in, 14, 117, 141

administrative structures in, 16, 117–18

British education compared with, 11,

21–2

curricula in, 15

democratization and, 19–20

dimensions of, 13

education in, 2, 3, 5

establishment of, 12

expenditures, 12–14, 206

industrialization and, 18–19

national regulation in, 20–1

nation-building and, 17–18, 114

pedagogy in, 15–16, 20–1, 36–7, 84–5,

118, 142

primary schools in 1720–1820, 31–3

programmatic differentiation in, 12, 20–1

public system features in, 20–1, 118

secondary education development,

1870–1920, 40–2

the state role in, 37

- Danish education (cont.)
 in twentieth century, 160, 164–5
 vocational education in, 14–15, 21–2
- Danish Law on School Freedom, 35–6
- Danish Teachers' Association, 138–9
- Danish Teachers' Union, 203, 214
- Danish Trade Act of 1857, 165
- dannelse, 36, 104–5, 114
- Darwin, Charles, 38–9, 167
- David Copperfield* (Dickens), 46, 73–4, 120, 126
- The Death of Balder* (Ewald), 74
- Defoe, Daniel, 46, 64, 87
- deindustrialization, 207
- deism, 117
- democracy
 Oehlenschläger on, 101
- democratization
 British education and, 19–20
 Danish education and, 19–20
- Denmark, 1, 12
 absolute monarchy in, 23, 79, 83
 activist writers in, 29, 136–58, 196–8, 204
 authors and schooling in, 97–111, 136–8, 189–203
 bankruptcy of, 83
 church and state relationships in, 24
 constitutional struggle in, 146–50
 economic crisis in, 116–17
 education reform in, 103–11, 203, 212–15
 elites in, 24, 84
 fiction writers in, 79–80
 land reform in, 116
 military of, 83–4
 in Napoleonic war, 33, 79
 parliamentary government in, 26
 primary school expansion in 1820–1870, 35–7
 religion in, 24, 117, 203
 school choices in nineteenth century, 80–5
 vocational education in, 213
 writers' networks in, 97–8, 136–9, 189–96
- Dickens, Charles, 26, 29, 38, 46, 57–8, 73–4
 on education goals, 121
 on government, 126
 Kay-Shuttleworth and, 130
 on social class, 68–9, 123
- differentiation, 20, 61, 166–7
 in British education, 12, 20–1
 in Danish education, 12, 20–1
 in secondary education, 41
- discontinuous change models, 52–3
- Disraeli, Benjamin, 26, 27, 120–2, 126–7, 180
 on social class, 124
- Drachmann, Holger, 190–2, 194
- Drejer, Jacob, 107
- Drejer's Klub, 33, 107
- Drewsen, J. C., 139
- Edgcombe, Robert Pearce, 28
- education. *See also specific topics*
 Arnold, Matthew, on goals of, 121–2, 174
 Blicher on, 155
 Coleridge on, 91
 cultural frames on, 3–4, 114
 development of systems of, 12–17
 Dickens on goals of, 121
 government role in, 16–17
 Grundtvig on, 65, 141–3
 as human right, 34
 Ingemann on, 143
 institutional change and, 49–50
 Kipling on, 174
 Lancaster on, 92
 language about, 63
 literary portrayals of, 2
 of marginal youth, 7
 Mill, J. S., on goals of, 121
 narratives about, 87–92, 99–103, 121–7, 139–44, 161
 nation-building linked to outcomes in, 18
 in nineteenth century, 2–4
 standardization of, 124–5
 state involvement in, 126
 Trimmer, S., on, 95
 in twenty-first century, 208–10
 Wollstonecraft on, 89, 91
 Wordsworth, W., on, 90
 of working class, 90, 128
- Education Act of 1870 (Britain), 28
- Education Act of 1988 (Britain), 16–17, 211
- education expenditures
 under absolute monarchy, 22
- British, 12–14, 206
- Danish, 12–14, 206
- public, 12–14
- education reform, 83
 activist writers in, 92–7, 103–11, 127–36, 145–58
 administrative, 156–8
 Arnold, M., on, 135
 in Britain, 92–7, 203, 211–12
 cultural values and, 207
 culture and ideas about, 65
 in Denmark, 103–11, 203, 212–15
 education language and, 63

- Enlightenment and, 105–7
 findings in study on, 221
 inequality and, 209
 perceptions of, 216
 teacher involvement with, 157–8
 educationalism, 168–9
 EEF. *See* Engineering Employers Federation
 efficiency dimension, 210–13, 216–17, 219
 Egerton, Algernon, 133
 Elementary Education Act (British), 37, 120, 127, 132–6
The Elf Hill (Heiberg, J. L.), 140
 Eliot, George, 168, 171–2
 elites, 112
 in Britain, 24, 34
 in Denmark, 24, 84
Emma (Austen), 123
 employment
 Holberg on, 65
 Engineering Employers Federation (EEF), 162–3
 English Association, 188
 enlightenment
 education reform and, 105–7
 Oehlenschläger on, 98
Enquiry Concerning Political Justice (Godwin), 86
 Episcopatism, 24
Epistles (Holberg), 142
 equality, 210–13, 215, 217, 219–20.
 See also inequality
 Holberg on, 67–8
Erasmus Montanus (Holberg), 101
Eric (Farrar), 124–5
Essays on a Liberal Education (Farrar), 124–5
 Estrup, Jacob Brønnum Scavenius, 41–2, 165, 196
 European Union, 55
 evangelical schools, 153–5
 Evans, Mary Ann, 119
 Ewald, Johannes, 74, 98, 140
 experiential teaching, 11–12, 91
 “An Experiment in Education Made at the Male Asylum of Madras” (Bell, A.), 93–4
 Fabians, 43, 44, 161, 170, 175
 on administrative structures, 184
 Factory Act of 1833, 115
Fædrelandet, 137–8, 157–8
 Falleti, Tulia, 58–9
 Falster, Christian, 97, 102
 Farrar, Frederic William, 124–5
 Federation of Danish Employers, 202
 Fibiger, Johan Adolph, 142–3
 fiction writers, 4, 56. *See also* activist writers
 agency of, 25
 autonomy of, 28
 in Britain, 79–80, 85–97
 cultural frames provided by, 79–80
 in Denmark, 79–80
 influence of, 26
 as political activists, 11
 public opinion influenced by, 58
 Fielding, Henry, 87
 Fischer, J. C. H., 200
 Flor, Christian, 154
 “Flowers from the Nordic Past” (Oehlenschläger), 99
 formative assessment, 16
 Forster, William, 37, 39, 114–15, 133
 Fourcade, Marion, 55
 Fox, Joseph, 92–3
 France, 12, 14–15
Frankenstein (Shelley, M.), 5–6, 68–9, 90–1
 Frederik (Prince), 104
 Frederik VI (King), 36–7, 111, 113, 150–1
 Frederik VII (King), 150
 Free School Act, 155–6
 Free School Law of 1855, 155
 free trade, 129
 Free Trade Law, 199
 Freedom of the Press Society, 148
 French revolution, 29, 84
 Friends of the Peasants Society, 157–8
 “Friendship’s Garland” (Arnold, Matthew), 172–3
 “Frost at Midnight” (Coleridge), 91
 functionalist imperatives, 20–30
 Gad, Knud, 150–1
 Garrick, David, 86
 Gascoyne-Cecil, Robert, 180
 Gaskell, Elizabeth, 26, 27, 38, 119, 122, 130, 131, 178–9
 on unions, 122–3
 Gaskell, William, 131
 Germany, 17–18
 Giddy, David, 90
 Gissing, George, 68–9, 170–1
 Giuliano, Paola, 49
 Glorious Revolution, 26
 Godwin, William, 70, 85–6, 88–93, 95–6
 “Gold Horns,” 107
 Goldschmidt, Meir Aaron, 138, 146
 Gorst, John, 43, 44, 160–1, 163, 180–2
 Gosse, Edmund, 149, 179

- governance* dimension, 210–14, 217, 221
 government, 57. *See also specific topics*
 cultural values on, 52, 73–4
 Dickens on, 126
 Holberg on ideal, 102
 role of, in education, 16–17
 Graafield, Harald, 99
 Grammar School Act (Denmark), 160
 Great School Commission, 31, 33, 84–5,
 104–6, 110–11
 Greece, 12
 Green, Thomas Hill (T. H.), 18, 167–9
 influence of, 168–9
 Grundtvig, Nikolai Frederik Severin (N. F. S.),
 4, 6, 26, 28, 36–7, 74, 115, 136, 138,
 146, 151, 152
 on education, 65, 141–3
 Holberg and, 142
 Ingemann and, 151
 on pedagogy, 142
 on private schools, 154–5
 Grundtvig, Sven, 191, 197
Gulliver's Travels (Swift), 87, 97
 Gyllembourg, Thomasine, 36, 46, 70,
 136–8, 143
 on cultural formation, 141

 Hackney Phalanx, 94
 Haggard, Rider, 169–70
Hakon Jarl (Oehlenschläger), 99, 101
 Haldane, Richard, 44, 161, 163, 183–4
 Hall, Carl Christian, 158
 Harcourt, W. V., 133–4
Hard Times (Dickens), 125
 Hardy, Thomas, 26, 28, 43–4, 120, 179
 on classical studies, 169
 on Mill, J. S., 171–2
 on secondary education, 173
The Harvest Festival (Thaarup), 67–8, 100
 HathiTrust, 60
 Hauch, Johannes Carsten, 138–9, 151–2
 Hay, Colin, 51
Heart of Darkness (Conrad), 175
 Hegel, G. W. F., 137
 Heiberg, Johan Ludvig, 26, 36, 70, 98, 115,
 136, 140, 143–4
 plays of, 137
 Heiberg, Peter Andreas, 137–8
 Henley, William Ernest (W. E.), 169–70
 Henniker, Florence, 171–2
 Hertz, Henrik, 36
 Hobhouse, Henry, 185
 Høegh-Guldberg, Ove, 107

 Højre Party (Right Party), 40–2, 165, 194,
 196, 197, 202
 Holberg, Ludvig, 4–6, 28, 32, 33, 46, 80, 97,
 99–100
 on employment, 65
 on equality, 67–8
 on government, 102
 Grundtvig and, 142
 on serfdom, 104
 Holcroft, Thomas, 34, 85–6, 88–9
 Hughes, Thomas, 38, 118–19, 121,
 131, 134
 human rights
 education as, 34
 “The Human Soot” (Kingsley), 39, 124–5
 humanism, 20–1
 Wells support for, 186–7
 Hursh, David, 209
 Huxley, Thomas, 38–9, 163, 172–4, 176

 Ibsen, Christian Lynne, 210
 “Ideas for the Design of our Learned School
 System” (Augustenborg), 105
 Imperial Federation, 187
 imperialism, 43, 81
In Analysis of the Human Mind (Mill, James),
 124–5
 incremental models
 of institutional change, 50
 individualism, 8, 57, 61–2, 140
 in British education, 114
 industrial revolution
 in Britain, 80–1
 industrialization, 2, 159
 in Britain, 115
 Danish education and, 18–19
 social strains from, 162–3
 inequality, 21–2
 education reform and, 209
 Ingemann, Bernhard Severin, 4, 36–7, 70, 98,
 138, 140
 on education, 143
 Grundtvig and, 151
 institutional change
 cultural views and, 52–4
 culture and, 6–7, 52–3, 59–61
 discontinuous models of, 52–3
 education and, 49–50
 hypotheses about drivers of, 61–3
 incremental models of, 50
 legitimacy of, 52–3
 processes of, 59–61
 punctuated equilibrium models of, 49–50

- institutions
 - defining, 49
- interest groups, 23
- internet survey
 - findings, 220–3
 - hypotheses, 217–18
- Ireland, 12
- Irish question, 18, 83
- Italy, 12
- Iversen, Torben, 210

- Jacobins, 95
- Jacobsen, Jens Peter, 190, 195–6, 195
- Johnson, Samuel, 91
- Jude the Obscure* (Hardy), 26, 173, 179
- Junior Technical Schools, 203

- Kant, Immanuel, 15–16
- Kay-Shuttleworth, James, 27, 114–16, 128, 130, 178–9
 - Dickens and, 130
 - on Revised Code, 129
- Kekewich, George, 181
- Kierkegaard, Søren, 136, 140
- Kim* (Kipling), 174
- King Erik and the Outlaws* (Ingemann), 70, 143
- Kingsley, Charles, 38–9, 59–60, 118–19, 131–2, 178–9
 - on poverty, 68–9
- Kipling, Rudyard, 43, 44, 56–7, 161, 187
 - on classical studies, 169–70
 - on education, 174
- Klopstock, Friedrich Gottlieb, 103, 109
- Knudsen, Jakob, 72–3, 191–2, 196
- Knudsen, Jens Lassen, 191–2
- Kold, Christian, 37
- Kold, Kristen Mikkelsen, 153–4, 191–2

- labor movements, 23, 122–3
 - modernists involvement with, 193
- Labour Party, 42–3
- Lamont, Michele, 56
- Lancaster, Joseph, 15–16, 33–4, 92
 - on education, 92
- “The Lancaster Method” (Grundtvig), 146
- land reform, 83, 107–8
 - in Denmark, 116
- Latin School, 200–1
- Law for State Support for Folk High Schools and Agricultural Schools of 1892, 40
- learning models, 60

- Lee, Harper, 10
- legitimacy
 - of institutional change, 52–3
- Lehmann, Orla, 139, 147–50, 155–6
- liberal education initiatives, 175–80
- Liberal Party (Britain), 39, 43, 113–14, 175–6
 - on vocational education, 176
- liberalism, 81
- liberty, 81–2
- Lindvall, Johannes, 45
- linguistic structures, 61
- literacy, 26, 82
- literary tropes, 47
- Literary Venstre, 41–2, 162, 197, 198
- Little Estate Commission, 104
- Locke, John, 103
- London Corresponding Society, 81–2
- Lowe, Robert, 16–17, 38, 129, 131–3
- Lowndes, G. A. H., 163–4
- Lucky Per* (Pontoppidan, H.), 74, 196
- Ludlow, John, 131
- Lutheranism, 24
- Lynch, Julia, 58–9

- Macay, Charles, 75, 122
- Mackail, John William, 44, 161, 187–8
- Macnamara, Thomas J., 183–4
- Made in Germany* (Williams), 162, 163
- Madvig, Johan, 147, 150, 152, 194
- Malthus, Thomas, 89
- Malthusianism, 24, 68–9, 89–90
- Manchester Working Men’s College, 131
- marginal youth
 - education of, 7
- Maria, or the Wrongs of Woman* (Wollstonecraft), 87–8
- market towns, 117
- Martineau, Harriet, 119
- Mary Barton* (Gaskell, E.), 27, 119, 122
- mass education
 - activist writer support for, 30
 - under authoritarian regimes, 20
- Maurice, Frederick Denison (F. D.), 118–19
- Mechanics Institutes, 130–1
- meritocracy, 8
- Middlemarch* (Eliot), 168
- Mill, James, 124–5
- Mill, John Stuart (J. S.), 119, 122–3, 134
 - on common good, 121–2
 - on education goals, 121
 - Hardy on, 171–2
- Millgate, Michael, 43, 169
- Minerva*, 107

- moderate realists, 150–3
 Modern Breakthrough movement, 41, 161, 162, 189–90, 192, 200–1
 modernists, 28–9, 41, 190–1, 193
 in labor movements, 193
 Moe, Terry, 45
 monarchy, 17, 20
 absolute, 22
 Monrad, Ditlev Gothard, 146–7, 155–7
Montanus den Yngre (Gyllembourg), 46, 70, 143
 Montesquieu, 103
 moral values, traditional, 88
 Morant, Robert, 42–4, 161, 181–4, 188
 as Board of Education secretary, 182
 More, Hannah, 35, 80, 86, 88, 89, 95
 Morris, William, 43–4, 59–60, 73–4, 173–4, 178–9

 Napoleonic war, 18, 36, 110, 111
 Denmark in, 33, 79
 narratives, 6–7, 26–7, 47, 50–1, 61–2
 about education, 87–92, 99–103, 121–7, 139–44, 161
 writers' networks and, 167–75
 National Association for the Promotion of Social Science, 132–3
 National Education League, 133–4
 National Liberal Club, 178–9
 National Liberal party (Denmark), 12–14, 36, 37, 113, 116–17, 146–8, 165
 teacher involvement with, 157–8
 national regulation
 in British education, 20–1
 in Danish education, 20–1
 National School Society, 35
 national size
 public education and, 22–3
 National Society for Promoting the Education of the Poor, 33–4, 92, 93, 95
 foundation of, 94
 national standards, 208
 nation-building, 67–8
 British education and, 17–18
 Danish education and, 17–18, 114
 educational outcomes linked to, 18
 motivations for, 17–18
 Neergaard, Neils, 192
Neils Lyhne (Jacobsen), 195
 Nelson, Lord, 83
 neoliberalism, 8, 16–17, 205–6, 209–10
The Nether World (Gissing), 170–1
 the Netherlands, 12

 New Humanists, 150–3
 new Local Education Authorities, 42–3
 New Pedagogical Movement, 201–2
 New Poor Law, 124
 Newcastle Commission, 131
News from Nowhere (Morris), 59–60, 73–4, 173–4
 Nexø, Martin Andersen, 29
Nickolas Nickleby (Dickens), 76
Niels Klim's Journey under the Earth (Holberg), 5–6, 67–68, 70, 97, 99
 Nordic myths
 Oehlenschläger on importance of, 99
 Norris, Henry Hadley (H. H.), 94
 North, Douglass, 49
North and South (Gaskell, E.), 68–9, 122–4
 Norway, 12, 110
 novels of accountability, 46–7
 novels of empowerment, 46–7

 Oehlenschläger, Adam, 65, 98, 107, 109–10, 117, 138
 absolute monarchy defended by, 102–3
 on democracy, 101
 on Enlightenment, 98
 on Nordic myths, 99
The Old Priest (Knudsen, J.), 72–3, 196
Only a Fiddler (Andersen, H. C.), 65, 140, 142
Original Stories from Real Life (Wollstonecraft), 87–8
 Ørsted, Anders Sandøe, 37, 156
 oversight mechanisms, 12, 167

 paganism, 117
 Paglayan, Agustina, 45
 Paine, Thomas, 34, 81–2, 85–6, 88–9
 Paludan-Muller, Frederik, 146
 parliamentary government
 in Denmark, 26
The Pastor of Veilbye (Blicher), 144
 pedagogy, 12, 20, 31–2, 38, 61
 Arnold, Matthew, on, 172
 in British education, 15–16, 20–1, 34, 84–5
 in Danish education, 15–16, 20–1, 36–7, 84–5, 118, 142
 Grundtvig on, 142
Pelham (Bulwer-Lytton), 124, 125
Pendennis (Thackeray), 126
 Pestaloozi, Johann Heinrich, 104–5
 Philanthropinist theory, 15–16, 31–2, 106–7, 142, 145

- Pingel, Viktor, 41–2, 162, 189–90, 192, 196–7
- Pitt, William, 26
- Playfair, Lyon, 163
- Ploug, Carl, 137–8, 148, 190
- policy reform, 210
- polycymaking
- activist writers' involvement with, 30
- political activists, 196–8
- fiction writers as, 11
- political coalitions
- activist writers in, 27–8
- political economy, 215–16
- Pontoppidan, Erik, 97, 101, 102, 105–6
- Pontoppidan, Henrik, 74, 192, 196
- Pontoppidan, Morten, 192, 199–200
- Poor Law Commission, 27
- Poor Laws and Paupers Illustrated*, 119
- populism, 8
- Portugal, 12
- poverty, 26, 27, 159
- Brontë on, 124
 - Kingsley on, 68–9
- Pram, Christen Henriksen, 107
- Primary Education Act of 1899 (Denmark), 40
- primary schools
- British, 1720–1820, 33–5
 - British expansion of, 1820–1870, 37–40
 - Danish, 1720–1820, 31–3
 - Danish expansion of, 1820–1870, 35–7
- private schools, 21–2, 126
- Grundtvig on, 154–5
- privatization, 208
- Proofs of a Conspiracy against all the Religions and Governments of Europe* (Robinson), 86, 87
- Protestantism, 18
- Prussia, 12, 17, 18, 78
- public education, 12, 78
- Arnold, Matthew, advocating for, 134–5
 - building, 2
 - centralization of, 22
 - degrees of publicness of, 12
 - development of, 12
 - expenditures on, 12–14
 - national size and, 22–3
 - purpose of, 121
 - in twentieth century, 7–8
- Public Education* (Kay-Shuttleworth), 130
- public opinion, 25, 45
- fiction writers influencing, 58
- public system features, 20, 61
- in Danish education, 20–1, 118
- punctuated equilibrium models
- of institutional change, 49–50
- Pygmalion*, 171
- Python Natural Language Tool Kit, 60
- Radical Left party, 41–2
- Radicals, 34, 35, 79–80, 85–6
- ragged school movement, 38, 130, 134
- Rahbek, Knud Lyne, 98, 100, 107, 109–10, 137
- Raikes, Robert, 88
- Rasmussen, Vilhelm, 201
- real schools, 150–3
- redistribution, 25
- Reflections on the Revolution in France* (Burke), 86
- Reformation, 84
- regulatory control, 16, 20, 52
- Revised Code of 1862 and, 129
- relative autonomy, 55
- religion, 67, 106–7
- in Britain, 24
 - cultural values and evolution of, 24
 - in Denmark, 24, 117, 203
- repression, 46–7
- reproduction, 7
- Reventlow, Christian Ditlev, 31–3, 80–1, 104–5, 109–10
- Reventlow, Johan Ludvig, 31–3, 80–1, 106, 109
- Reventlow, Sybille, 109, 109
- Revised Code of 1862, 16–17, 39–40, 113–14, 129, 131–2, 158–9, 205–6
- Arnold, Matthew, opposing, 131
 - Kay-Shuttleworth on, 129
 - regulatory control and, 129
- Reynolds, Joshua, 86
- Rhodes, Cecil, 187
- Rhys, Jean, 56–7
- Richardson, Samuel, 16
- The Rights of Man* (Paine), 81–2, 85–6
- Robert Elsmere* (Ward), 172, 179
- Robinson, John, 86, 87
- Robinson Crusoe* (Defoe), 46, 64, 87, 97
- Rochow, Baron von, 15–16, 31–2
- Roebuck, John, 92
- Romantics, 28–9, 33, 64, 97–8
- Rose, Hugh James, 96
- rote memorization, 125
- Rousseau, Jean-Jacques, 15–16, 109–10
- Royal Commission on Elementary Education, 176

- Royal Commission on Scientific Instruction and the Advancement of Science, 175–6
- Royal Commission on Technical Education, 176
- Royal Danish Theatre, 36
- Royal Lancasterian Society, 92–3
- Ruskin, John, 119
- Russell, John, 127–8
- Ruth* (Gaskell, E.), 130
- Sadler, Michael, 168, 178, 181–2
- Samuelson, Bernard, 163, 176
- Saxony, 18
- Scandinavianism movement, 148–9
- Schandorph, Sophus, 190–1, 194
- Scharling, C. Henrik, 143
- Schimmelfmann, Charlotte, 109
- Schimmelfmann, Ernst, 31, 104–5, 109–10
- Schiøtt, Julius, 192
- Schleswig-Holstein, 17–18, 22–3, 67, 158
- School Acts of 1814 (Denmark), 78
- school choices
- in nineteenth century, 80–5, 115–18
 - at turn of twentieth century, 3, 162–7
- School Law, 35–6
- Schooldays (Brown), 75
- Schrøder, Ludvig, 199
- Schytte, Andreas, 32, 103
- Scott, Walter, 86
- Second Boer War, 185–6
- Second Reform Act, 113–14, 133
- passage of, 133
- secondary education
- access to, 41
 - British, 1870–1920, 42–4
 - Danish, 1870–1920, 40–2
 - Hardy on, 173
 - programmatic differentiation in, 41
 - vocational education in, 41
- Secondary Education Act (Britain), 14–15, 160, 182–9
- Secondary Education Act (Denmark), 2–3, 14–15
- activist writers and, 200–3
- secondary schools, 14–15
- self-development
- Arnold, Matthew, on, 64
- serfdom
- Holberg on, 104
- Shaw, George Bernard, 170, 171, 178–9, 184, 185
- Shelley, Mary, 5–6, 68–9, 90–1
- Shelley, Percy, 29, 86
- Shirley* (Brontë), 6
- skills, 70
- development of, 215
 - paradox, 207–8
- Skjoldborg, Johan, 29
- Smith, Goldwin, 134–5
- Sneedorff, Jens Schiølderup, 32–3, 103
- social class, 51
- in Britain, 29, 62–3
 - conflict, 62–3
 - culture and, 12
 - Dickens attentive to, 68–9, 123
 - Disraeli on, 124
- social Darwinism, 167, 168, 189–90
- social democracy, 223
- social investment approach, 209
- social movements, 28
- social reform novelists, 119, 131
- socialism, 170–1
- society, 61–2
- language about, 66
- Society for Future Generations, 33, 108
- Society for Promoting Christian Knowledge, 94
- Sorø Academy, 32–3, 36–7, 80, 103–4, 150
- A Soul After Death* (Heiberg, J. L.), 143–4
- Spain, 12
- Spencer, Herbert, 119, 163, 167, 168, 189–90
- Spens Report, 189
- Stalky Stories* (Kipling), 187
- Standring, George, 170
- Starcke, Carl Nicolai (C. N.), 200–2
- state involvement, 61, 126–7, 144. *See also*
- church and state relationships
 - in Danish education, 37
 - in education, 126
 - legitimacy of, 144
- state school
- activist writers and, 145–6
- Steffens, Henrik, 97–8, 107
- Stephens, John, 210
- Sthyr, Hans Valdemar (H. V.), 202
- Stolberg, Christian, 109
- Stolberg, Friedrich Leopold, 109
- Stolberg, Louise, 109
- Storm, Edvard, 102
- Stowe, Harriet Beecher, 27
- Strandberg, Carl Vilhelm August, 148–9
- student progress, 16
- summative assessment, 16
- Sweden, 12
- Swift, Jonathan, 87, 205
- Sybil* (Disraeli), 27, 120, 122–4, 126–7

- “The Tables Turned” (Wordsworth, W.), 91
A Tale of Two Cities (Dickens), 129–30
 Taunton, Henry Baron, 177
 Taunton Commission, 132, 177
 teachers’ unions, 23
 Technical Instruction Act, 176
 term frequency/inverse document frequency (tf-idf), 61
 Thaarup, Thomas, 67–8, 100
 Thackeray, William, 38–9, 119, 120, 126
 Thatcher, Margaret, 16–17, 129, 211
 “There Once Was” (Drachmann), 194
 Thyregod, Christen Andersen (C. A.), 138–9
The Time Machine (Wells), 171
 time-based sequencing, 53
Tine (Bang), 193
Tom Brown’s Schooldays (Hughes), 118–19, 121
Tom Jones (Fielding), 87
 Tory Democracy, 120
 Tory Party, 12–14, 34, 39, 82, 90
 Toynbee Hall, 168–9
 transmission mechanisms, 55
 Trevor, Hugh, 89
 Trier, Herman, 192, 196–7
 Trimmer, James, 95
 Trimmer, Sarah, 34–5, 80, 86, 88, 93
 on education, 95
 Trollope, Anthony, 119, 120, 126–7, 131, 175, 178–9
Truth unto Godliness (Pontoppidan, E.), 97
 twentieth century
 public education in, 7–8
Two Ages (Gyllembourg), 141
Two Kinds (Knudsen, J.), 191–2
Two Visits to Denmark (Gosse), 149

Uncle Tom’s Cabin (Stowe), 27
 unions, 162–3
 Gaskell, E., on, 122–3
The Unitarian Herald, 131
 unitary schools, 14–15
 urbanization
 in Britain, 81
 utilitarianism, 29, 167–8

 Venstre Party, 40–2, 162, 165, 191, 197–8
 teachers involved with, 192
 veto points, 22
The Village Children (Ingemann), 140

A Vindication of the Rights of Men (Wollstonecraft), 85–6, 89
 vocational education, 11–12, 24, 180, 207–9
 in British education, 21–2
 in Danish education, 14–15, 21–2
 in Denmark, 213
 Liberal Party on, 176
 in secondary education, 41
 voluntarism, 21–2
 Voluntaryists, 133–4

 Ward, Mary Augusta, 172, 179
 “The Water-Babies” (Kingsley), 124–5
 Watson, Joshua, 94
 Webb, Beatrice, 170, 183, 185, 186
 Webb, Sidney, 43–4, 170, 175, 178–9, 184, 185
 Wells, H. G., 4, 171, 184, 185
 humanistic education supported by, 186–7
 Whig Party, 34, 35, 82, 90, 129–30
 Whitbread, Samuel, 90
 “White Cliffs of Dover” (Arnold, Matthew), 120
 “The White Man’s Burden” (Kipling), 43, 174, 188
 Wiborg, Susanne, 45
The Wide Sargasso Sea (Rhys), 56–7
 Wilde, Oscar, 170–1
 Williams, Ernest Edward, 162, 163
 With, Jesper Peter, 155–6
 Wollstonecraft, Mary, 85–6, 89
 on education, 89, 91
 word frequency evaluation, 60
 Wordsworth, Christopher, 94–6
 Wordsworth, William, 34–5, 68, 86, 88
 on education, 90
 working class, 29
 activist writer depictions of, 38
 contributions of, 68–9
 education of, 90, 128
 Wrangham, Francis, 90, 96
 writers’ networks
 in Britain, 85–7, 118–20, 167–75
 in Denmark, 97–8, 136–9, 189–96
 narratives and, 167–75

Yeast (Kingsley), 59–60, 68–9, 118–19
 Young, R. F., 189
Young Days (Schandorph), 190–1

 Zola, Emile, 190