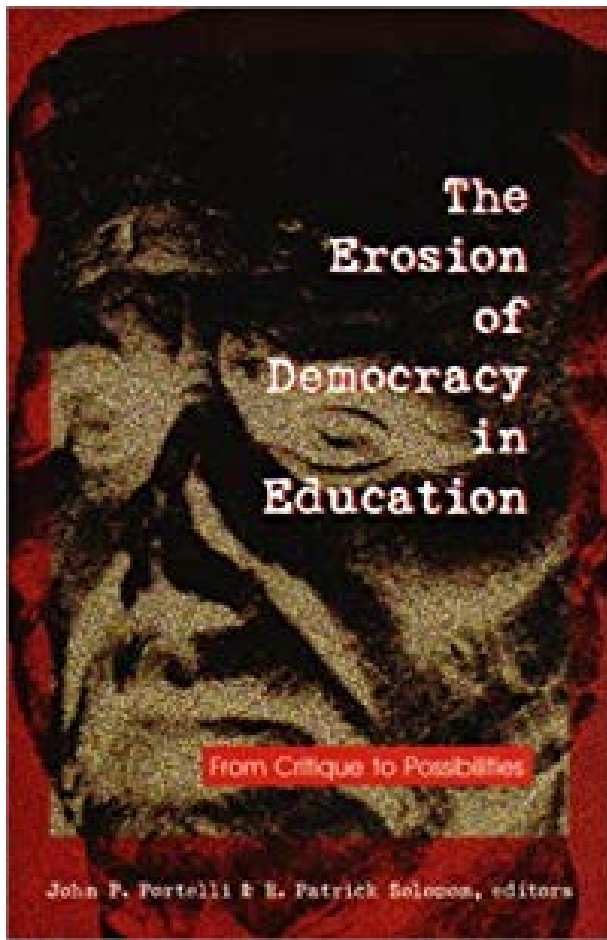


The Erosion of Democracy in Education: From Critique to Possibilities



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The topic of democracy and education has again become a prominent one in educational literature and discourse. Educators, academics, policy analysts, and critics from different ideological stances are debating this topic. While none have argued against the importance of the relationship between democracy and education, different and conflicting views and recommendations have emerged. Given the nature of the concepts in question, this should not be surprising. However, from the perspectives presented in this collection, recent educational reforms in several regions of Canada are troubling because they have undermined some basic democratic principles, beliefs, and practices. These reforms in Canada are an echo of similar or identical reforms promoted in other parts of the world, particularly in English-speaking countries like Australia, the United Kingdom, and the United States. While such countries continue to present themselves as bastions of democracy, some recent educational reforms have been questioned because they contradict some basic democratic qualities. This collection of twelve papers on democracy and schooling by Canadian scholars argues against such issues as curriculum and testing standardization, outcomes-based education and the marketization of education and in favor of focusing more strongly on issues such as equity, diversity, and social justice in schools. Table of Contents Dedication Acknowledgements Now's the Time:

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