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Nota di contenuto	The citizenship debates: conceptual, policy, experiential, and educational issues / Yvonne M. Hebert and Lori Wilkinson -- Who counts?: late nineteenth- and early twentieth-century struggles about gender, race, and class in Canada / Veronica Strong-Boag -- From eclectic theory to coherence: citizenship virtues for our time / Romulo F. Magsino -- Recognition of cultural and religious diversity in the educational systems of liberal democracies / Guy Bourgeault [and others] -- First thoughts on first nations citizenship: issues in education / Marie Battiste and Helen Semaganis -- Citizenship and schooling in Manitoba between the end of the first World War and the end of the second World War / Rosa Bruno-Jofre -- Bridging the boundaries for a more inclusive citizenship education / Roberta J. Russell -- The historical context for citizenship education in urban

Canada / Harold Troper -- Democratic research to inform citizenship / Celia Haig-Brown.

Paradoxes, contradictions, and ironies of democratic citizenship education / Cecille DePass and Shazia Qureshi -- Visible minorities as citizens and workers in Canada / Fernando Mata -- Literacy policy and the value of literacy for individuals / Linda M. Phillips and Stephen P. Norris -- Citizenship education: what research for the future? / Yvonne M. Hebert and Michel Page -- Appendix: Analysis of models of democratic citizenship / Yvonne M. Hebert and Lori Wilkinson.

Sommario/riassunto

Recent changes in concepts of citizenship have forced a reconsideration of Canadian political and educational policy. Weaving together the current debates on citizenship with contributions by leading independent thinkers in the field, *Citizenship in Transformation* argues persuasively that since conceptions of democratic citizenship are changing, so too should operational definitions of citizenship education. Focussing on four dynamic themes - conceptual foundations, institutional policies, social and cultural realities, and education - the contributors address two critical questions: What constitutes a 'good' citizen in today's liberal democracy? And, what social and educational policies are needed to sustain the lives of these citizens, while not impinging on liberal democratic principles? Bringing together a variety of perspectives from theoretical and conceptual foundations, this book will have broad implications for social and educational policies and institutions in Canada.
