**References**

Cohodes, S. (2018). POLICY ISSUE: Charter Schools and the Achievement Gap. *The Future of Children*, 1-16.

<http://www.jstor.org/stable/26304699>

In “Charter Schools and the Achievement Gap. The Future of  Children(2018)”, a scholarly article, Cohodes describes the impact and importance of charter schools in the United States and their connection to a different and independent form of education, when compared to traditional schooling methods. The author begins by describing the current status of charter schools, the role they play in the United States Education System as a transformational effort, while disrupting and improving traditional schools and finally concludes with the next advised steps for charter school research as a way to reduce achievement gaps between different socioeconomic levels. The author intended to persuade the audience that charter schools in their own ideal situation outperforms current traditional schooling systems in closing nationwide achievement gaps. The author appeals to the audience that given the current size and growth rate of charter schools and their success in reduction of achievement gaps, traditional schools need to adopt charter school practices throughout the country to reduce achievement gaps. The article helps me answer my research question--What are the particular strengths/weaknesses of traditional and democratic schooling?--by putting forward an alternate form of education(charter schools) that has successfully closed achievement gaps in their local areas and that the practices followed by these schools could possibly be successfully implemented in traditional schooling methods as a transformative measure.

Scharf, P.(1977). Moral Development and Democratic Schooling. *Theory Into Practice*             89–96.

[www.jstor.org/stable/1475177](http://www.jstor.org/stable/1475177)

In “Moral Development and Democratic Schooling(1977)”, a scholarly article, Scharf describes the experiences with democratic education in its very early stages in the United States and reasons about why democratic schooling could not be implemented yet, in the United States, given its successes at certain notable institutions, and what could be done about it. The author begins by describing the situation about democratic education by giving examples of democratic education institutions, and why it has failed in the yesteryears. The author intended to persuade the audience that there are some deep questions about the validity and the amount of freedom that students should have in choosing their own decisions in a democratic education. The author appeals to other researchers by putting forward various examples and dilemmas that the democratic schooling method faces, and he also recognizes that it is difficult to formulate a psychology to explain and give a quantitative factor to the educational products of democratic education. This article helps me answer my research question--What are the particular strengths/weaknesses of traditional and democratic schooling?--by putting forward the past and current struggles we face in implementing a democratic schooling method.

Dan, S. (2012). Democratic/Utopian Education. *Utopian Studies,* *23*(2), 374-405.

<https://www.jstor.org/stable/10.5325/utopianstudies.23.2.0374>

In “Democratic/Utopian Education. Utopian Studies(2012)”, a scholarly article, Sabia offers a comprehensive conception of democratic education and how democratic participation by students ensures they are equipped with skills, virtues, and normative commitments of democratic citizens. The author begins by talking about the importance of a democratic culture in education and having a system where citizens earn experientially, through democratic participation or immersion in democratic practices and collective self-government and concludes with putting forward integrating school and community participation together. The author appeals to other researchers by talking about the importance of community participation in a democratic educational system, by transforming current educational public systems with democratic values to have the wide impact that she expects from democratic systems. This articles helps me answer my research question--What are the particular strengths/weaknesses of traditional and democratic schooling?--by putting forward the essential elements of democratic educational systems- community participation virtues, and normative commitments.

Deweese-Boyd, I. (2015). There Are No Schools in Utopia: John Dewey's Democratic Education. *Education and Culture,* *31*(2), 69-80.

<https://www.jstor.org/stable/10.5703/educationculture.31.2.69>

In “There Are No Schools in Utopia: John Dewey's Democratic Education. Education and Culture(2015)”,  a scholarly article, Deweese-Boyd describes an utopian world which defines the Deweyite values of democratic education- where the child is the gravitational center of the educational enterprise. The author begins by talking about how the american education system has commoditized education and has begun to become the exact antithesis of his utopia, concluding that though such a utopia seems very far from reality, transformational change should occur with effort. The author intends to persuade his audience and other researchers regarding the current situation in which the american educational system stands and how it contrasts with the deweyite democratic educational values which he describes as a utopian educational standard. The author appeals by following a pattern of contrasting the current educational system with Deweyite standards and attempts to capture the qualitative value of democratic educational systems rather than trying to capture the quantitative. This article helps me answer my research question--What are the particular strengths/weaknesses of traditional and democratic schooling?--by showing the faults and weaknesses of current traditional public education systems and establishing a strong contrast between traditional and democratic educational systems.

Morrell, M. (2007). Empathy and Democratic Education. *Public Affairs Quarterly,* *21*(4), 381-403.

<https://www.jstor.org/stable/40441496>

In “Empathy and Democratic Education(2007)”, a scholarly article, Morrell explains the skill of empathy by putting forward the idea that The author begins by describing the value and description of empathy and what affects the development of empathy in different individuals and situations, different forms of democratic educational systems and concludes that the public education system is the best place to start as it is less to cause concern by people rejecting it. The author intended to persuade the audience that empathy is a necessary ability and skill to have in every individual in a society. The author appeals to the audience by putting forward and recording relationships between empathy and its factors and different forms of democratic educational systems. The article helps me answer my research question--What are the particular strengths/weaknesses of traditional and democratic schooling?--by putting forward the value of empathy in educational systems and the different forms of democratic educational systems.