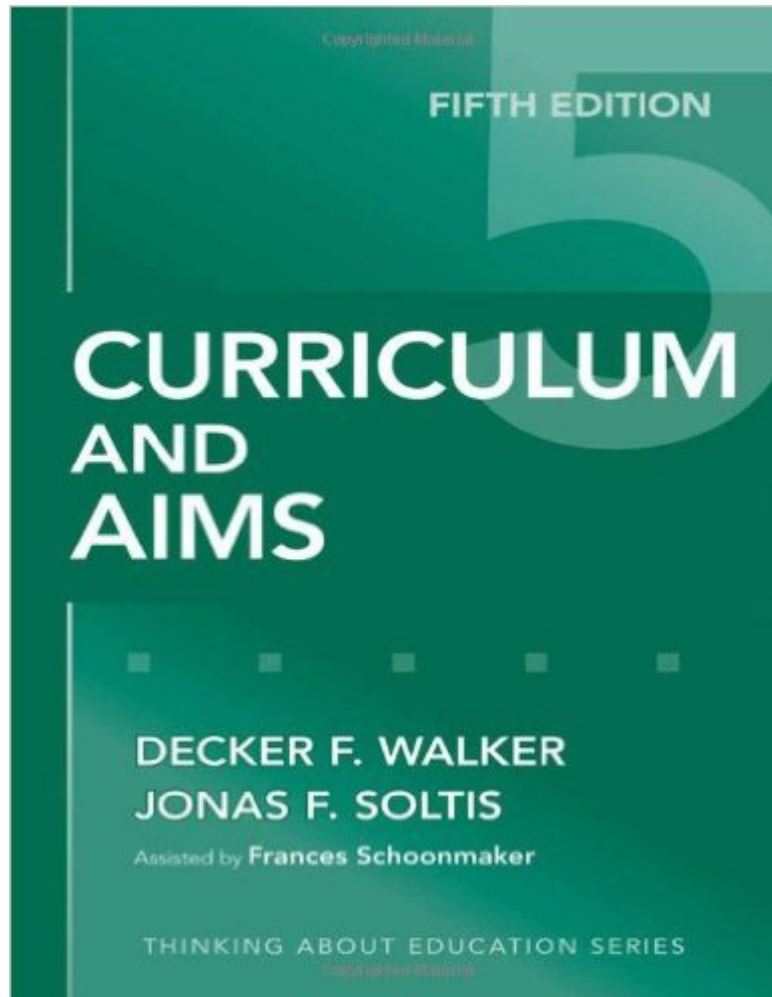


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There is a need for educational professionals and practitioners to understand the relationship between the function, purpose, and goals of education and the planning, developing, and enacting of the curriculum, which assumes the critical role of structuring effectively the many and varied components of a flourishing educational program. Attempting to analyze and clarify the intricate processes involved when envisioning, constructing, evaluating, and reforming the curriculum, the authors traverse a broad and highly complex spectrum of curriculum issues and problems, including: the debate on educational aims, the concern for the best type of general education to pursue, procedures for effectively making curriculum, and methods for critiquing the curriculum with the potential for successful change and reform. The book, in a logical and coherent manner, synthesizes a staggering number of curriculum issues for the reader. Although the authors successfully organize and thoroughly explain their topic, the reader is left with the undeniable impression that curriculum making is an intricate and highly complex endeavor. It is a formidable task for any educator. For example, even when attempting to decide which sets of basic skills are best to teach, an issue that might be traditionally conceived in terms of reading, writing, and counting, the reader is brought to the realization that these basic issues also include ancillary concerns of an indispensable nature such as the issue of media in relation to education, ethics, physical and psychological health, political and civic responsibility, and a sense of economic awareness.

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