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The arts in education are currently the subject of considerable controversy. Some people argue that fostering creativity in schools is important; that the arts can provide a substantial contribution to the development of the capacity for creative thought and action; and that therefore the arts should be well represented at all levels of the school curriculum. Some argue that the education system, in fact, leaves pupils incomplete, stultified and uncreative. Others argue that it is the processes of teaching and learning in the arts which are at fault because they are too passive. This book s