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Sommario/riassunto	If the curriculum can be defined as a 'selection from the culture of society', the central question then becomes 'who selects'. This volume answers this question, reviewing various aspects of the curriculum and its planning. For many years the control of the curriculum was uncontroversial. In the 1970s this situation changed: teachers were increasingly criticised for having too much power; the Department of Education was suspected of wanting more control and local education

authorities felt they should be more involved in curriculum planning. In reviewing some of the reasons for these confl
