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Sommario/riassunto	Cary Buzzelli and Bill Johnson reinvigorate the enduring question: What is the place of morality in the classroom? Departing from notions of a morality that can only be abstract and absolute, these authors ground their investigation in analyses of actual teacher-student interactions. This approach illuminates the ways in which language, power and culture impact ""the moral"" in teaching. Buzzelli and Johnson's study addresses a wide range of moral issues in various classroom contexts. Its practical and diverse examples make it a valuable resource for teachers and teacher development programs.