



Maps, Metaphors, and Mirrors: Moral Education in Middle School (Contemporary Studies in Social and Policy Issues in Education)

Carol K. Ingall

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REVIEW: . . . Students of educational theory and practice will enjoy-and learn from-this brief but enlightening and readable book. Recommended for upper-division undergraduates, graduate students, faculty, and practitioners. . . - September 98 CHOICE The four teachers in this study teach diverse subjects in a variety of settings. Although definitions of moral education are shaped by their backgrounds, their institutions, their perceptions of their students' needs, and their disciplines, all of the teachers consider moral education to be central to their work. For all four, the moral prototype serves as an appeal to the students' imagination, an opportunity to build connectedness and, most important, an invitation to young people to transcend themselves.

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