

1. Record Nr.	UNISALENTO991003347189707536
Autore	Pirlone, Francesca
Titolo	I borghi antichi abbandonati : patrimonio da riscoprire e mettere in sicurezza / Francesca Pirlone
ISBN	9788891740588
Descrizione fisica	112 pages : illustrations ; 23 cm
Collana	Cittò e territorio ; 301
Disciplina	711.0945
Soggetti	Historic districts - Conservation and restoration - Italy Ghost towns - Italy - Liguria Historic sites - Earthquake effects - Italy - Liguria
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (pages 107-112)

2. Record Nr.	UNINA9910163211503321
Autore	Stackpole Patrick T.
Titolo	German tactics in the Michael Offensive March 1918 / / Major Patrick T. Stackpole
Pubbl/distr/stampa	[Place of publication not identified] : , : Pickle Partners Publishing, , 2014 ©1993
ISBN	1-78289-786-0
Descrizione fisica	1 online resource (134 pages)
Disciplina	355.0201
Soggetti	Military doctrine
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr.	UNINA9910815535903321
Autore	Tisdall Laura
Titolo	A progressive education? : how childhood changed in mid-twentieth-century English and Welsh schools / / Laura Tisdall [[electronic resource]]
Pubbl/distr/stampa	Manchester : , : Manchester University Press, , 2020
ISBN	1-5261-5041-7 1-5261-3290-7
Descrizione fisica	1 online resource (293 pages)
Collana	Manchester scholarship online
Disciplina	370.92
Soggetti	Progressive education - England - History - 20th century Progressive education - Wales - History - 20th century Teaching - England - History - 20th century Teaching - Wales - History - 20th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Previously issued in print: 2019.
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	It has been suggested that the dominance of 'progressive' education after 1945 led to a backlash against permissive attitudes to pupils in both Western Europe and the United States. But British child-centred education, in alliance with developmental psychology, actually shaped a more restrictive and pessimistic image of childhood. Drawing on an extensive range of sources that illuminate teaching practice, from school logbooks to oral histories, this book will be crucial not only for historians and sociologists of modern Britain, but for education professionals and policy-makers.