

1. Record Nr.	UNINA990005711760403321
Titolo	Volterra 73 : sculture, ambientazioni, visualizzazioni, progettazione per l'alabastro / catalogo e documenti a cura di Enrico Crispolti : Volterra, 15 luglio-15 settembre 1973 : delibera e dibattiti, documenti di apertura, opere, risposte e riflessioni, dizionario biobibliografico degli operatori
Pubbl/distr/stampa	Firenze : Centro Di, c1974
Descrizione fisica	[129] c. : ill. ; 23 cm
Collana	Cataloghi ; 45
Disciplina	709.45 736.5
Locazione	FLFBC
Collocazione	709.45 MOSTRE VOLTERRA 1973
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Nell'occhio: Comune di Volterra; Consorzio per la ricerca, la escavazione e la commercializzazione dell'alabastro

2. Record Nr.	UNINA9910520007503321
Titolo	Jewish day schools, Jewish communities : a reconsideration // Alex Pomson and Howard Deitcher [[electronic resource]]
Pubbl/distr/stampa	Oxford : , : The Littman Library of Jewish Civilization, , 2020
ISBN	1-80034-077-X 1-909821-10-1
Descrizione fisica	1 online resource (xi, 414 pages) : illustrations
Collana	Liverpool scholarship online
Disciplina	371.076
Soggetti	Jewish day schools Jews - Education Community and school
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Previously issued in print: 2009.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Building community within and around schools : can Jewish days schools measure up? / Ellen B. Goldring -- From control to collaboration : mapping school communities across diverse contexts / Claire Smrekar -- Compassionate conservatism : on schools, community, and democracy / Deborah Meier -- A response to Deborah Meier / Joshua Elkin -- Community as a means and an end in Jewish education / Jon A. Levisohn -- Do Jewish schools make a difference in the former Soviet Union? / Zvi Gitelman -- Jewish pupils' perspectives on religious education and the expectations of a religious community : the Jewish High School in Berlin / Christine Muller -- Mutual relations between shelihiim and local teachers at Jewish schools in the former Soviet Union / Ira Dashevsky and Uriel Ta'ir -- Community school versus school as community : the case of Bet El community in Buenos Aires / Yossi J. Goldstein -- Beyond the community : Jewish day school education in Britain / Helena Miller -- Attitudes, behaviours, values, and school choice : a comparison of French Jewish families / Erik H. Cohen -- The school ghetto in France / Ami Bouganim -- Relationships between schools and parents in haredi popular literature in the United States / Yoel Finkelman -- The impact of community on curriculum decision-making in a North American Jewish day school / Eli Kohn -- Ideological commitment in the supervision of Jewish studies teachers :

representing community / Michal Muszkat-Barkan and Asher Shkedi --
Schooling for change in the religious world : an educational experiment
in a religious junior high school in Israel / Elana Maryles Sztokman --
Home-made Jewish culture at the intersection of family life and school
/ Alex Pomson and Randal F. Schnoor -- Teacher perspectives on
behaviour problems : background influences on behavioural referral
criteria and definitions of rebellious behaviour / Scott J. Goldberg,
Binyamin Krohn, and Michael Turetsky -- Shabbatonim as experiential
education in the North American community day high school / Jeffrey S.
Kress and Joseph Reimer -- Teaching leadership through town meeting
/ Jay Dewey -- Building community in a pluralist high school / Susan L.
Shevitz and Rahel Wasserfall.

Sommario/riassunto

About 350,000 Jewish children are currently enrolled in Jewish day schools, in every continent other than Antarctica. This book-length study considers life in such schools and their relationship both to the Jewish community and to society as a whole. The text provides a rich sense of how community is constructed within Jewish schools, and of how they contribute to or complicate the construction of community in the wider society. It reframes day-school research in three ways. First, it focuses not just on the learner in the day-school classroom but sees schools as agents of and for the community. Second, it brings a truly international perspective to the study of day schools, viewing them in relation to the socio-cultural contexts from which they emerge and where they have impact. Third, it considers day-school education in relation to insights derived from the study and practice of non-parochial education.
