Segregated classrooms, integrated intent: How one school responded to the challenge of developing positive interethnic relations

Henze RC.

Journal of education for students placed at risk

2001; 6(1-2):133-155

ARTICLE IDENTIFIERS

DOI: 10.1207/S15327671ESPR0601-2_8

PMID: unavailable PMCID: not available

JOURNAL IDENTIFIERS

LCCN: not available pISSN: 1082-4669 eISSN: 1532-7671 OCLC ID: not available CONS ID: not available

US National Library of Medicine ID: not available

This article was identified from a query of the SafetyLit database.