
The interdisciplinary approach of the authors applies sociological principles to the history of racism in America. They argue that, despite the ethnic complexity of American racism, there has always been an oppressive two-category system operating to separate races and ethnic groups. After discussing four ways in which the system has been maintained, they critically examine the motivations underlying prejudice.

Following a historical narrative which ranges from the decimation of the Indian to the fury of Watts, the authors explain how the once rigid race and caste lines of our society have been modified in recent years.

This book provides valuable insights into the basic causes of racial and ethnic conflict, and offers an approach to the understanding and improvement of future problems of prejudice.


Although primarily written for the classroom teacher, this book has much to offer to the adult educator. It's divided into three major sections: theory and practice of audiovisual teaching, media and materials of audiovisual teaching, and systems and technology in teaching. There are many photographs and illustrations, which add to making the book easy reading.


This unique summary of the current status of the life sciences begins with the origin of life and ends with the role of biology in the future of human society. It brings together in a single volume the reports of 20 scientific
panels that reviewed the present state of knowledge and the major questions facing researchers in the various fields. Their reports evaluate the best ways to attack the problems, indicate the most promising investigative techniques, and weigh the effects of advances in any one field on all the other areas of scientific knowledge, as well as their significance for mankind's future health and economic life.

The second part of the book discusses ways of using our knowledge of living phenomena for humanity's benefit—in agricultural and medical practice, in industry, in environmental health, and in the renewal of resources.


A book of readings that explores the effect social class has on development of personality.

Discussed are child-rearing practices, deferred gratification patterns, and the working-class subculture.


The papers in this book deal with our survival in the face of rapid deterioration of our natural surroundings—water and air pollution, mismanaged national resources and open spaces, increasing and unplanned populations, and urban congestion. The contributors, authorities in the fields of science, law, regional planning, economics, and government, examine the ecological and ethical problems plaguing mankind. Focusing attention on the critical environmental crisis, these papers are intended to stimulate a search for practical solutions.


This is one of the earliest histories of adult education. First published in 1851, it deals with a whole range of educational agencies that were popular in mid-Victorian England and other countries too. It's a valuable sourcebook in both education and social history, showing clearly the theory that lay behind the concept of self-improvement, and how it has worked in practice.


This book focuses on the processes by which a person fails or succeeds in understanding another person when there is some shared responsibility.
between them in an organization. It deals with understanding another person from his point of view and shows why this is an important and difficult process.

The authors approach interpersonal communication from the perspectives of: (1) communication in an organizational setting, (2) sources of misunderstanding, (3) understanding another person’s behavior, (4) helping another person understand his behavior, and (5) organizational relations and interpersonal skill. Extension administrators and nonadministrators alike should find this book useful.


This volume provides comprehensive and systematic information on the social and economic aspects of marriage, divorce, and widowhood. Focusing on marriage behavior during the young adult through middle years of life, when most first marriages, divorces, and remarriages occur, this study explores the importance of various demographic elements in promoting marriages at mature adult ages and in explaining circumstances where marriages tend to fail.


This is essentially a how-to-do-it book, but with considerable sharing of the author’s experiences and some theory development. There are chapters on organizing and administering adult education programs, program planning, defining purposes and objectives, and evaluating programs. Examples used are from many adult education agencies including Cooperative Extension. The book should be of value, especially for the practicing adult educator.


The myth of objectivity in research and the important role that our biases actually play are the subjects of this book. Myrdal questions the existence of “scientific” objectivity and points to the many biases that permeate our approach to social problems. How can we deal with these biases which form a major part of our heritage and education? Myrdal points to the genuine solutions as well as the various forms of escapism often resorted to. Though brief, this book is a forthright attack on some dangerous and pervasive pretenses.

Emphasizing a naturalistic approach to the understanding of personalities and groups, this book is a practical handbook. It presents new methods for utilizing the intuitive impressions individuals have of each other, for recognizing and interpreting group fantasy themes, for understanding conflicts of attitudes and values, and for studying behavior in groups.


This book is a compact summary of the major fields of sociology—socialization of the individual, collective behavior, institutions, race and culture, ecology, and social problems. Each field is summarized by a specialist. In addition, a comprehensive annotated bibliography provides a quick introduction to the literature on each topic.


This book is about the role of self-esteem in man’s life—why self-esteem is needed, the nature of the need, how it is fulfilled, and the consequences when self-esteem is frustrated. The author contends that man must be seen in total—as having the power to think, speak, and be aware of himself.


This is a comprehensive explanation of each stage in the research process. It includes an explanation of methods, techniques, and statistical concepts necessary to design and carry out a research project. The book is written for the person who has had no previous experience or course work in research. Major topics considered are: foundations of research planning, process of data collection, and process of data analysis and data presentation.


"Peace, population, pollution, and resources are the central interlocking variables whose unsatisfactory management threatens our options."
This brief, nontechnical book examines this critical problem. It concludes that population control and better resource management are mandatory and must be effected with little delay. Twenty-six specific steps are recommended as initial contributions to a comprehensive plan of action.

"We hope," write the authors, "by viewing selected critical aspects of the resource picture in an ecological context, to make clear the need for more comprehensive evaluation and wiser use of our resources."

This book will interest everyone concerned about the effect his generation is having on the world that future generations will inherit.


Modern educators are concerned with educating the whole man, not just a piece of him. This is a book of readings about such topics as what is humanness and humaneness, revolutions affecting the nurturing of humaneness, inhibiting and facilitating forces in nurturing humaneness, and educational imperatives in nurturing humaneness. The book points out that all educators must put more emphasis on developing humane capabilities in every person.


Most educators, Chamberlin feels, fail to understand what they do because they're so preoccupied with what they should do. He says responsible educational decisions can be made when careful description comes before prescription.

Chamberlin introduces the phenomenological approach to education and focuses on eight factors, all of which are essential to education—learning, settings, culture, institutions, processes, prescripts, understanding, and philosophy.

This book is valuable to all in the field of adult education who are reevaluating their philosophy of education.


The extension educator who is interested in a basic look at the various philosophies underlying education will find this book useful. The first part deals with the context in which questions in the philosophy of education arise. The remainder of the book includes essays by authors like John Dewey, Plato, John Locke, Hegel, and Martin Buber.

For those who'd like to take a rapid reading course, yet don't have enough time to attend classes, this book will be helpful. There are chapters on: blocks to reading—failure to preview, wasted eye movement, poor vision span, vocalization, and subvocalization; hints on becoming an accelerated reader; and techniques for better study. There are numerous reading exercises that can be self taken and graded.

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