

An abstract painting featuring a central, stylized face or mask. The face is composed of swirling, concentric lines in shades of blue, grey, and white, set against a vibrant orange background. The overall composition is dynamic, with bold brushstrokes and a rich color palette of orange, blue, green, and black.

# Criminology

Theories, Patterns,  
and Typologies

**Siegel**

Tenth Edition



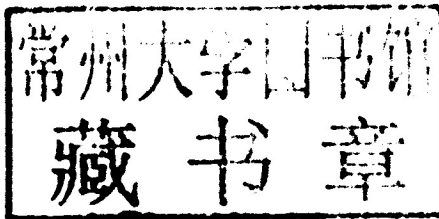
TENTH EDITION

# CRIMINOLOGY

THEORIES, PATTERNS, AND TYPOLOGIES

**Larry J. Siegel**

*University of Massachusetts, Lowell*



***Criminology: Theories, Patterns, and Typologies, Tenth Edition***

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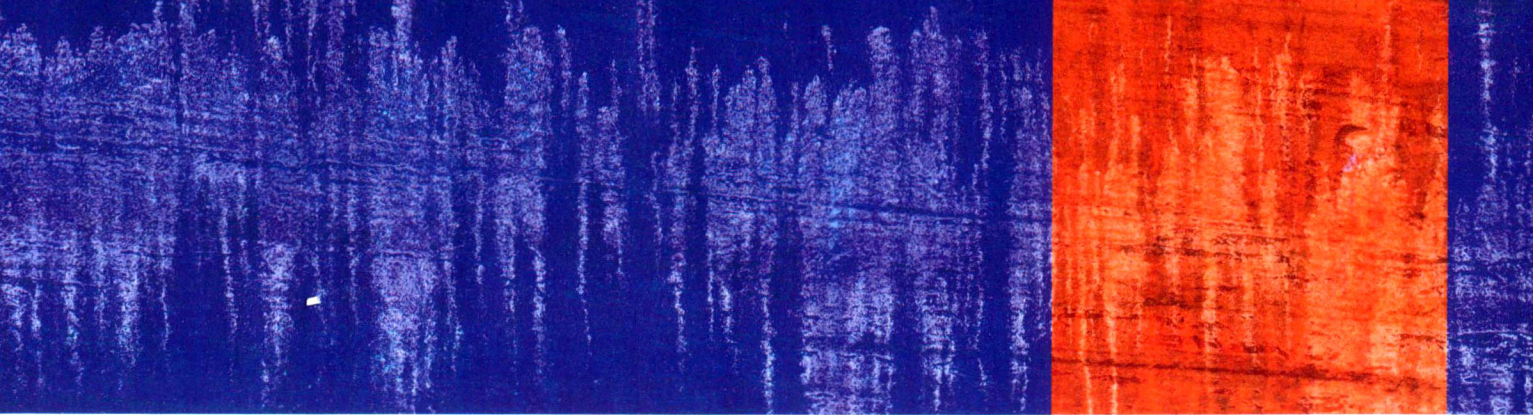
*This book is dedicated to my kids, Eric, Andrew, Julie, and Rachel, and to my grandkids, Jack, Kayla, and Brooke. It is also dedicated to Jason Macy (thanks for marrying Rachel) and Therese J. Libby (thanks for marrying me).*



## ABOUT THE AUTHOR

**Larry J. Siegel** was born in the Bronx in 1947. While living on Jerome Avenue and attending City College of New York in the 1960s, he was swept up in the social and political currents of the time. He became intrigued with the influence contemporary culture had on individual behavior: Did people shape society or did society shape people? He applied his interest in social forces and human behavior to the study of crime and justice. After graduating CCNY, he attended the newly opened program in criminal justice at the State University of New York at Albany, earning both his M.A. and Ph.D. degrees there. After completing his graduate work, Dr. Siegel began his teaching career at Northeastern University, where he was a faculty member for nine years. After leaving Northeastern, he held teaching positions at the University of Nebraska—Omaha and Saint Anselm College in New Hampshire. He is currently a professor at the University of Massachusetts—Lowell. Dr. Siegel has written extensively in the area of crime and justice, including books on juvenile law, delinquency, criminology, criminal justice, and criminal procedure. He is a court certified expert on police conduct and has testified in numerous legal cases. The father of four and grandfather of three, Larry Siegel and his wife, Terry, now reside in Bedford, New Hampshire, with their two dogs, Watson and Cody.





# Introducing the Wadsworth Cengage Learning Criminal Justice Advisory Board

The entire Criminal Justice team at Wadsworth Cengage Learning wishes to express its sincere gratitude to the hardworking members of our Criminal Justice Advisory Board. This group of skilled, experienced instructors comes together once a year to further their driving mission, which can be summed up as follows:

*This collaborative group of publishing professionals and instructors from traditional and nontraditional educational institutions is designed to foster development of exceptional educational and career opportunities in the field of criminal justice by providing direction and assistance to the faculty and administrators charged with training tomorrow's criminal justice professionals. The Advisory Board offers peer support and advice, consults from both the academic and publishing communities, and serves as a forum for creating and evolving best practices in the building of successful criminal justice programs.*

The members of our Advisory Board have the wisdom, expertise, and vision to set goals that empower students, setting them up to capitalize on the field's tremendous growth and expanding job opportunities. According to the U.S. Bureau of Labor Statistics, employment for correctional officers, law enforcement officers, investigators, and security officers is projected to increase at a rate of 9–26 percent over the next eight years. Add to that the growing number of jobs available in other parts of the criminal justice system—case officer, youth specialist, social services, and more—and one can begin to get a true sense of the vast employment opportunities in the field. Helping today's students unlock the door to exciting and secure futures is the ultimate goal of everyone associated with the Wadsworth Cengage Learning Criminal Justice Advisory Board.

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Again, the Wadsworth Cengage Learning Criminal Justice Team would like to extend our personal and professional thanks for all that the Advisory Board has enabled us to accomplish over the past few years. We look forward to continuing our successful collaboration in the years ahead.

**We are always looking to add like-minded instructors to the Advisory Board; if you would like to be considered for inclusion on the Board, please contact Michelle Williams ([michelle.williams@cengage.com](mailto:michelle.williams@cengage.com)).**

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# PREFACE

For the past year or so, my family and I, along with the rest of the nation, have debated the behavior of Michael Vick. On August 27, 2007, the star quarterback pleaded guilty to charges of criminal conspiracy stemming from his involvement in a dog-fighting ring. Vick had been accused of torturing and executing dogs who lost their matches. My family, dog lovers all, was shocked and dismayed by the accusations. As we debated the case over dinner, my wife and some of my kids glanced over at our two beloved cockapoos, Watson and Cody, and demanded that Vick receive the harshest punishment possible. My son Andrew sagely observed that we were eating cheeseburgers at the time. "Isn't it a bit hypocritical to consume the flesh of dead animals, killed for our pleasure, and condemn the behavior of someone accused of killing animals?" And, he went on to note, some of our friends in New Hampshire are hunters who routinely shoot and kill moose and deer. "Why is it legal to hunt and kill defenseless animals if we are so concerned about animal welfare?" My wife, Terry, was swayed by the argument and announced that she was becoming a vegan. The conversation turned to fishing, fox hunting, raising chinchillas for fur coats, bull fighting, and boiling lobsters alive (the latter activity a staple of New England culture). Why were these practices, which involved the killing of innocent creatures, legal while dog fighting was condemned and its practitioners imprisoned? While some have argued that it is the method of killing that counts, I am not sure that the victims would agree.

The Vick case raises many important issues. As our dinner-time debate suggests, there are still many questions on the definition of what is legal versus criminal, moral versus immoral. Who defines morality? Where do you draw the line between legal and criminal activity, and who gets to draw it? Even if Vick engaged in conduct that is widely considered immoral, should he have been punished as a criminal and sent to prison? One of the richest athletes in the United States before his conviction, on July 7, 2008, Vick was forced to file for bankruptcy. Is being ruined financially and forced to serve time in prison fair and just punishment? Before you answer, be aware that the latest federal data indicates that almost half of all people convicted of violent felonies did not go to prison; about 24 percent spent time in a local jail and another 20 percent were allowed to remain in the community on probation; 30 percent of drug offenders got a



probation-only sentence. If murders, rapists, and drug traffickers are granted probation, should Vick have gone to prison? And when he is eventually released, should he be allowed to return to the NFL? Can someone like Vick be restored to society and, if so, does he deserve restoration?

In addition, the Vick case raises questions about the motivation and cause of crime: Why would a talented football star such as Michael Vick, who had recently signed a contract for more than \$100 million, risk everything in an illegal and depraved dog-fighting scheme? Was it a product of a troubled childhood? Improper and damaged socialization? An impulsive personality? Or had he simply chosen to engage in risky and reckless behavior because he thought he was above the law?

The general public is greatly concerned by cases such as the Michael Vick incident. I too share this concern. For the past 38 years I have been able to channel my personal interest into a career as a teacher of criminology. In 1971, fresh out of grad school, I began as an assistant professor at Northeastern University in Boston. I first stepped into a classroom at the ripe old age of 23 and have been teaching ever since. This semester I have 160 students in my crim class at UML. My goal in writing this text is to help my students and others generate the same curiosity about issues of crime and justice. What could be more fascinating than a field of study that deals with such wide-ranging topics as the motivation for mass murder, the effects of violent media on young people, drug abuse, and organized crime? Criminology changes constantly with the release of major research studies,



Supreme Court rulings, and governmental policy. Its dynamism and diversity make it an important and engrossing area of study.

Because interest in crime and justice is so great and so timely, this text is designed to review these ongoing issues and cover the field of criminology in an organized and comprehensive manner. It is meant as a broad overview of the field, designed to whet the reader's appetite and encourage further and more in-depth exploration. Several major themes recur throughout the book.

**Competing Viewpoints** In every chapter an effort is made to introduce students to the diversity of thought that characterizes the discipline. One reason that the study of criminology is so important is that debates continue over the nature and extent of crime and the causes and prevention of criminality. Some experts view criminal offenders as society's victims, unfortunate people who are forced to violate the law because they lack hope of legitimate opportunity. Others view aggressive, antisocial behavior as a product of mental and physical abnormalities, present at birth or soon after, which are stable over the life course. Still another view is that crime is a function of the rational choice of greedy, selfish people who can only be deterred through the threat of harsh punishments. All chapters explore how different theoretical frameworks cover different aspects of criminology. Students are helped in this regard by Concept Summaries that compare different viewpoints, showing both their main points and their strengths.

**Critical Thinking** It is important for students to think critically about law and justice and to develop a critical perspective toward the social institutions and legal institutions entrusted with crime control. Throughout the book, students are asked to critique research highlighted in boxed material and to think outside the box. To aid in this task, each chapter ends with a Thinking Like a Criminologist section, which presents a scenario that can be analyzed with the help of material found in the chapter.

**Diversity** Diversity is a key issue in criminology, and the text attempts to integrate issues of racial, ethnic, gender, and cultural diversity throughout. The book includes material on international issues, such as the use of the death penalty abroad, as well as gender issues such as the rising rate of female criminality. To help with the coverage of diversity issues, Race, Culture, Gender, and Criminology boxes focus on diversity issues. For example, in Chapter 10 there is a feature on the honor killing of women and girls that discusses how young girls are victimized because of cultural values that may seem cruel and unusual. Comparative Criminology boxes focus on criminological issues abroad or compare the justice process in the United States with that of other nations. For example, in Chapter 1 there is a feature covering international crime trends.

**Currency and Immediacy** Throughout the book, every attempt is made to use the most current research and to cover the most immediate topics. The idea is to show students the major trends in criminological research and justice

policy. Most people who use the book have told me that this is one of its strongest features. I have attempted to present current research in a balanced fashion, though this sometimes can be frustrating to students. For example, while some experts find that defendants' race negatively affects sentencing in the criminal courts, other criminologists reach an opposing stance, concluding that race has little influence. Which position is correct? While it is comforting to reach an unequivocal conclusion about an important topic, sometimes it is simply not possible. In an effort to be objective and fair, each side of important criminological debates is presented in full. Throughout the text, Criminological Enterprise boxes review important research in criminology. For example, in Chapter 2 a box entitled "Explaining Crime Trends" discusses research that helps explain why crime rates rise and fall.

**Social Policy** A focus on social policy throughout the book helps students see how criminological theory has been translated into crime prevention programs. To support this theme, Policy and Practice in Criminology boxes are included throughout the text. These features show how criminological ideas and research can be put into action. For example, in Chapter 15 there is a box entitled "Biometric Technology" which discusses the use of technology to identify criminal suspects.

In sum, the primary goals in writing this text are as follows:

1. To provide students with a thorough knowledge of criminology and show its diversity and intellectual content
2. To be as thorough and up to date as possible
3. To be objective and unbiased
4. To describe current theories, crime types, and methods of social control, and analyze their strengths and weaknesses
5. To show how criminological thought has influenced social policy

## TOPIC AREAS

The tenth edition has undergone significant revision, one important facet of which being a new chapter covering political crime and terrorism. The book is divided into three major parts.

**Part One** provides a framework for studying criminology. The first chapter defines the field and discusses its most basic concepts: the definition of crime, the component areas of criminology, the history of criminology, the concept of criminal law, and the ethical issues that confront the field. Chapter 2 covers criminological research methods and the nature, extent, and patterns of crime. Chapter 3 is devoted to the concept of victimization, including the nature of victims, theories of victimization, and programs designed to help crime victims.



**Part Two** contains six chapters that cover criminological theory: why do people behave the way they do? Why do they commit crimes? Theories that attempt to answer these questions focus on choice (Chapter 4); biological and psychological traits (Chapter 5); social structure and culture (Chapter 6); social process and socialization (Chapter 7); social conflict (Chapter 8); and human development (Chapter 9).

**Part Three** is devoted to the major forms of criminal behavior. The chapters in this section cover violent crime (Chapter 10); political crime and terrorism (Chapter 11); common theft offenses (Chapter 12); white-collar and organized crimes (Chapter 13); public order crimes, including sex offenses and substance abuse (Chapter 14); and cyber crime (Chapter 15).

## GOALS AND OBJECTIVES

The tenth edition has been carefully structured to cover relevant material in a comprehensive, balanced, and objective fashion. Every attempt has been made to make the presentation of material interesting and contemporary. No single political or theoretical position dominates the text; instead, the many diverse views that are contained within criminology and characterize its interdisciplinary nature are presented. While the text includes analysis of the most important scholarly works and scientific research reports, it also includes a great deal of topical information on recent cases and events, such as recent cyber scams, the Virginia Tech shooting, and the effects of excessive CEO pay.

## NEW IN THE TENTH EDITION

■ **Chapter 1, Crime and Criminology**, now begins with the story of Douglas Richard Stevens, who used the Internet to arrange sexual meetings with underage minors. The chapter contains new developments in law and theory, including research on the falsely convicted. There is a new Profiles in Crime box entitled “The Mother of All Snakeheads,” which talks about the activities of Cheng Chui Ping, one of the most powerful underworld figures in New York.

■ **Chapter 2, The Nature and Extent of Crime**, begins with a discussion of Tommy Henderson, a career criminal whose crime spree resulted in multiple deaths. Killers such as Henderson convince the public that crime is a major social problem despite a decade-long drop in the crime rate. A Profiles in Crime box details the fraud schemes of Ronald and Mary Evano, who turned dining in restaurants into a profitable, albeit illegal, scam. There are new sections on data collection techniques in criminology, including data mining and systematic review. UCR, NCVS, and self-report data are all updated, and recent trends in crime explored.

■ **Chapter 3, Victims and Victimization**, begins with the tragic story of Imette St. Guillen, a young graduate student who was killed after stopping in for a late-night drink in The Falls bar, a popular New York City night-spot. The chapter contains new information on the suffering experienced by rape survivors and the long-term stress experienced by crime victims. In addition, it covers the Justice for All Act of 2004, Stand Your Ground laws, and victims’ rights in Europe. A Profiles in Crime box looks at Jesse Timmendequas and Megan’s Law.

■ **Chapter 4, Rational Choice Theory**, begins with the story of Michael Pickens, son of a billionaire, who got involved in a fraudulent stock market scheme. The Profiles in Crime box “Looting the Public Treasury” tells the story of Albert Robles, a mayor, councilman, and deputy city manager of South Gate, California, who used his position for personal gain. A Comparative Criminology feature called “Reducing Crime through Surveillance” discusses the use of mechanical devices such as closed-circuit TV to control crime. There is new material on selecting the targets of crime, whether murder can be rational, and situational crime prevention efforts including how efforts to ban alcohol influence DWI arrests. Research looks at how perception of risk shapes criminal choices and the effect of deterrence strategies on crime rates.

■ **Chapter 5, Trait Theories**, begins with the story of Seung-Hui Cho, who methodically took the lives of 32 people—27 students and 5 professors—at Virginia Tech before taking his own life. A Profiles in Crime box looks at the case of Andrea Yates, a young mother who killed her children in a fit of depression. New information on international studies measuring the effects of diet on crime is included, as is recent research on the effects of maternal smoking and alcohol consumption on children’s development. There is also new research on the effects of environmental pollution on behavior, and new studies on the effect of depression and mental illness on crime are discussed.

■ **Chapter 6, Social Structure Theories**, begins with a vignette on gangs in Los Angeles. There is a Profiles in Crime box on life in the drug trade, as well as information on the neighborhood context of policing and the association of neighborhood structure and parenting processes. There are new data on the evolving wealth structure of society and the issue of race and poverty. Recent research on the effects of exposure to community violence and neighborhood disadvantage is reported. And the chapter covers the latest research on topics such as fear of crime, and collective and street efficacy.

■ **Chapter 7, Social Process Theories**, opens with a vignette on the case of Genarlow Wilson, a young man imprisoned for consensual sex with a minor. There is a Profiles in Crime box on Jesse James Hollywood, whose story was made into a motion picture called *Alpha Dog*. Two new Criminological Enterprise features are presented: “When Being Good is Bad,” which is an expansion of neutralization theory, and “Storylines,” which looks at the stories criminals tell to understand their motivations. There is new research



on childhood predictors of criminality, the effects of bad parenting, parent–adolescent processes and reduced risk for delinquency, and the influence of fathers on male delinquency.

- **Chapter 8, Social Conflict, Critical Criminology, and Restorative Justice**, begins with a vignette on executive pay trends. There is a Profiles in Crime box on Mumia Abu-Jamal, an activist accused of a murder many supporters believe he did not commit; a Comparative Criminology feature on restoration programs around the world; and new research on genocide, feminist criminology, and race and crime.
- **Chapter 9, Developmental Theories: Life Course and Latent Trait**, now opens with a vignette focusing on Troy Victorino, the notorious Xbox Killer. New research covers such issues as the effects of family instability, self-control and victimization, cultural invariance, and the development of self-control.
- **Chapter 10, Interpersonal Violence**, now focuses squarely on interpersonal violence, including common law crimes such as murder and rape, and emerging forms of violence such as work place violence, hate crimes, and stalking. It begins with a vignette on the Duke Lacrosse scandal, in which three young men were charged with a rape they did not commit but which still made national headlines. There is a new Race, Culture, Gender, and Criminology box on the honor killing of women and girls. The chapter includes new research on violence and residential choice, the violent brain, and men who sexually abuse their own partners. A new analysis of the roots of serial murder and stalking is provided, as well as new sections on psychological and social learning views of rape causation. The section on rape law changes has been updated with a new section on consent.
- **Chapter 11, Political Crime and Terrorism**, is a new chapter added because of the topic's salience and importance. It begins with a vignette on the assassination of Benazir Bhutto. There are two Profiles in Crime features, one on Adam Gadahn, also known as Azzam the American, the first American to be charged with treason in nearly 50 years, and another on spy master Aldrich Hazen Ames. There is a Criminological Enterprise feature on the use of torture. Some of the new sections cover such political crimes as voter fraud, espionage, and treason. The coverage of the nature and cause of terrorism is expansive, and the chapter delves into material on the history of terrorism, comparing terrorists to guerillas and insurgents, and what is being done to thwart terror attacks.
- **Chapter 12, Property Crime**, begins with the story of a thief who specialized in stealing rare maps. Two Profiles in Crime boxes have been added, one called "Invasion of the Body Snatchers" about people who stole body parts from corpses for resale, and another on credit card cons. There is a new Criminological Enterprise feature on the confessions of a dying thief. The

chapter contains new material on street life and auto theft and on embezzlement. A new section called "Planning to Burgle" shows how burglars decide to commit their crimes.

- **Chapter 13, Enterprise Crime: White-Collar and Organized Crime**, has expanded coverage and more focus on white-collar crime than in the previous edition. We begin the chapter with a new vignette on Medicare fraud, and there is a new Profiles in Crime box called "When the Flu Bug Bites" about a scam to sell fake flu shots. We discuss the federal government's Operation Bullpen, aimed at stopping chiseling in the sports memorabilia industry (including photos with fake autographs), as well as international bribery used to secure business contracts. There is new material on influence peddling in government and an update on the Tyco and Enron cases. Lastly, a new section covers health care fraud and the rationalization/neutralization theory of white-collar crime.
- **Chapter 14, Public Order Crime: Sex and Substance Abuse**, now opens with the story of Eliot Spitzer, former governor of New York, and his involvement with a high-priced call girl ring. There is more information on the international trade in prostitution and the coercion of women from the former Soviet Union into prostitution. A Profiles in Crime covers John Evander Couey and the Jessica Lunsford murder case. And the data on drug use and abuse and drug control strategies have all been updated. A Policy and Practice in Criminology box reviews drug courts.
- **Chapter 15, Cyber Crime and Technology**, begins with a new vignette that tells of an international Internet fraud scheme. Biometric identification is the topic of a Policy and Practice in Criminology box. There are new sections on cyber bullying, computer fraud, distribution of illegal sexual material, distribution of dangerous drugs, cyber spying, international treaties to control cyber crime, using the Internet to fund terrorist activities, and whether cyber terrorism is a real threat. There is a new Concept Summary on types of cyber crime. New exhibits cover the most common Internet fraud schemes and the crimes of reshipping and swatting. The entire section on law enforcement technology has been updated with a section titled "Contemporary IT Programs."

## FEATURES

This text contains different kinds of pedagogy to help students analyze material in greater depth and also link it to other material in the book.

- **Profiles in Crime** are new to the tenth edition and are designed to present students with case studies of actual criminals and crimes to help illustrate the position or views



within the chapter. Among the cases covered are those of super spy Aldrich Ames in Chapter 11 and “When the Flu Bug Bites” in Chapter 13, which discusses a scheme to sell fake flu shots to unsuspecting victims.

■ **The Criminological Enterprise** boxes review important issues in criminology and reflect the major sub-areas of the field: measuring crime, creating theory, crime typologies, legal theory, and penology. For example, in Chapter 5, a Criminological Enterprise box focuses on the important issue of whether there is a link between violent media and violent crime.

■ **Policy and Practice in Criminology** boxes show how criminological ideas and research can be put into action. For example, in Chapter 2, “Should Guns Be Controlled?” examines the pros and cons of the gun control debate, an issue that is being re-examined in the aftermath of the Virginia Tech killings.

■ **Race, Culture, Gender, and Criminology** boxes cover issues of racial, sexual, and cultural diversity. For example, in Chapter 6 “There Goes the Neighborhood” discusses the work and thoughts of William Julius Wilson, one of the nation’s leading sociologists.

■ **Comparative Criminology** boxes compare criminological policies, trends, and practices in the United States and abroad. For example, in Chapter 13 a Comparative Criminology box looks at Russian organized crime.

■ **Critical Thinking** questions accompany each of the boxed features, and more are presented at the end of each chapter to help students develop their analytical abilities.

■ **Connections** are short inserts that help link the material to other areas covered in the book. For example, a Connections box in Chapter 14 links media violence to the material in the Chapter 5 discussion of whether watching violent media causes violence.

■ **Chapter Outlines** provide a roadmap to text coverage and serves as a useful review tool.

■ **Chapter Objectives** are presented at the beginning of each chapter to help students get the most out of the chapter coverage.

■ **Thinking Like a Criminologist** sections at the end of each chapter present challenging questions or issues that students must use their criminological knowledge to answer or confront. Applying the information learned in the text will help students begin to “think like criminologists.” Each of these applications now includes a **Writing Exercise**.

■ **Doing Research on the Web** sections also accompany every Thinking Like a Criminologist and guide students to web pages that will help them answer the criminological questions posed.

■ Each chapter ends with a **Chapter Summary** and a list of **Key Terms**.

## ANCILLARIES

A number of supplements are provided by Wadsworth to help instructors use *Criminology: Theories, Patterns, and Typologies* in their courses and to aid students in preparing for exams. Supplements are available to qualified adopters. Please consult your local sales representative for details.

### For the Instructor

**Instructor’s Resource Manual with Test Bank** An improved and completely updated *Instructor’s Resource Manual with Test Bank* has been developed by Joanne Ziembo-Vogl of Grand Valley State University. The manual includes learning objectives, a chapter summary, detailed chapter outlines, key terms, an explanation of the chapter’s themes, class discussion exercises, and worksheets. Each chapter’s test bank contains questions in multiple-choice, true-false, fill-in-the-blank, and essay formats, with a full answer key. The test bank is coded to the learning objectives that appear in the main text, and includes the page numbers in the main text where the answers can be found. Finally, each question in the test bank has been carefully reviewed by experienced criminal justice instructors for quality, accuracy, and content coverage. Our Instructor Approved seal, which appears on the front cover, is our assurance that you are working with an assessment and grading resource of the highest caliber.

**Lesson Plans** New to this edition, the instructor-created lesson plans bring accessible, masterful suggestions to every lesson. Created by Joanne Ziembo-Vogl of Grand Valley State University, each lesson plan includes a sample syllabus, learning objectives, lecture notes, discussion topics, in-class activities, tips for classroom presentation of chapter material, a detailed lecture outline, and assignments. Lesson plans are available on the PowerLecture resource and the instructor website, or by e-mailing your local representative and asking for a download of the eBook files.

**Power Lecture with JoinIn™ and ExamView®** This one-stop digital library and presentation tool includes preassembled Microsoft® PowerPoint® lecture slides created by Sharon Tracy at Georgia Southern University. In addition to the full *Instructor’s Resource Manual with Test Bank*, PowerLecture also includes JoinIn, ExamView, lesson plans, and video and image libraries.

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**Wadsworth Criminal Justice Video Library** The Library offers an exciting collection of videos to enrich lectures. Qualified adopters may select from a wide variety of professionally prepared videos covering various aspects of policing, corrections, and other areas of the criminal justice system. The selections include videos from *Films for the Humanities and Sciences*, *Court TV* videos that feature provocative one-hour court cases to illustrate seminal high-profile cases in depth, *A&E American Justice Series* videos, *National Institute of Justice: Crime File* videos, ABC® News videos, and *Moments in Time: The Oral History of Criminology and Criminal Justice*.

## For the Student

**Study Guide** An extensive study guide has been developed and updated for this edition by Joanne Ziembo-Vogl of Grand Valley State University. Because students learn in different ways, the guide includes a variety of pedagogical aids to help them, as well as integrated art and figures from the main text. Each chapter is outlined and summarized, major terms and figures are defined, and worksheets and self-tests are provided.

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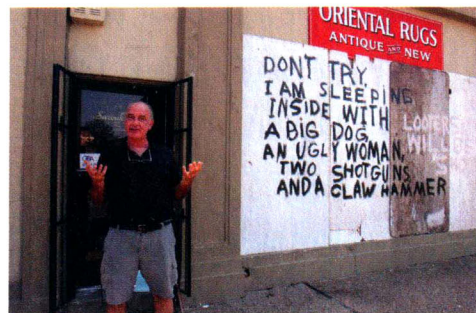
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