

· · 战略管理与组织专业 · · ·

中国人民大学工商管理学院策划

MBA专业精品教材

世界经济
管理文库



管理学

Fundamentals of Management

(TENTH EDITION)

基础

(英文版·第10版)

小詹姆斯 H. 唐纳利
(James H. Donnelly, Jr.)

詹姆斯 L. 吉布森
(James L. Gibson)

约翰 M. 伊凡瑟维奇
(John M. Ivancevich)

/著



机械工业出版社



McGraw-Hill

MBA 专业精品教材

管理学基础

(英文版·第 10 版)

Fundamentals of Management

(TENTH EDITION)

小詹姆斯 H. 唐纳利

(James H. Donnelly, Jr.)

詹姆斯 L. 吉布森

(James L. Gibson)

/著

约翰 M. 伊凡瑟维奇

(John M. Ivancevich)

机械工业出版社

James H. Donnelly, Jr., James L. Gibson, John M. Ivancevich: Fundamentals of Management-10th ed.

Copyright © 1998 by The McGraw-Hill Companies, Inc. All rights reserved. Jointly published by China Machine Press/McGraw-Hill. This edition may be sold in the People's Republic of China only. This book cannot be re-exported and is not for sale outside the People's Republic of China.

IEISBN 007-1161880

本书英文影印版由 McGraw-Hill 公司授权机械工业出版社在中国大陆境内独家出版发行, 未经出版者许可, 不得以任何方式抄袭、复制或节录本书中的任何部分。

版权所有, 侵权必究。

本书版权登记号: 图字: 01-98-1051

图书在版编目 (CIP) 数据

管理学基础: 第10版: 英文/(美)唐纳利 (Donnelly, Jr. J. H) 等著. - 影印版.
- 北京: 机械工业出版社, 1998.10

(MBA 专业精品教材)

ISBN 7-111-06556-5

I. 管… II. 唐… III. 管理学-英文 IV. C93

中国版本图书馆 CIP 数据核字 (98) 第 15267 号

出版人: 马九荣 (北京百万庄大街 22 号 邮政编码 100037)

责任编辑: 刘露明

审读人: 李树荣

昌平环球印刷厂印刷·新华书店北京发行所发行

1998 年 10 月第 1 版第 1 次印刷

787mm×1092mm1/16·41.5 印张

定价: 62.00 元

凡购本书, 如有缺页、倒页、脱页, 由本社发行部调换

出版者的话

在全球经济一体化的激烈竞争格局中，中国正处于前所未有的经济与产业结构调整与转型的关键时期。飞速发展的社会与错综复杂的变革要求我们的经济与管理水平有一个飞跃。

为了能让读者系统地学习、借鉴国际上先进的管理理论、方法和手段，机械工业出版社从一些世界著名出版公司引进了一批一流品质的经济管理名著，组成了这套《世界经济管理文库》。其中所选图书均为当前国际上最为流行和权威的教材，大部分多次修订重版，有的多达十几版。作者都是哈佛、芝加哥、斯坦福等著名商学院的教授，使您足不出国，便可领略世界知名学府的文化精粹。

为了给中国的MBA教学提供一套完整的MBA系列教材，继与清华大学经管学院、加拿大毅伟管理学院合作共同策划出版的《国际通用MBA教材》与《国际通用MBA教材配套案例》丛书之后，近期，我社又和中国人民大学工商管理学院联手，共同策划本套《MBA专业精品教材》丛书。《国际通用MBA教材》涉及了所有的MBA核心课程，而本套《MBA专业精品教材》包括了MBA各个不同专业方向的全部课程及选修课程，它为各类工商管理学院培养更适

合社会需要的专门管理人才提供了丰富的教材资源库。全套丛书按专业分类，包括经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销、商务技能等7大系列、60多个品种。

为了保持原作的原汁原味，这套丛书是以英文原版的形式出版的。这样可以避免因翻译而造成的歧义和出版时间的滞后，以便让读者能亲身体味原作者的精彩文风，并在第一时间洞悉经济管理学科各个领域的最新学术动态。

由于作者所处的社会、政治环境的不同，书中所述难免有不妥之处，请读者在阅读时注意比较和鉴别，真正消化吸收其中的精华，这也就达到了出版者出版本套丛书的目的。我们真诚地希望这套《世界经济管理文库》的出版，能为提高中国的MBA教学水平、推动中国的改革开放事业尽点绵薄之力。

机械工业出版社

1998年8月

序 言

当前，我国正处于知识经济初露端倪的时代，管理科学已经成为兴国之道，这给我国工商管理教育带来新的机遇与挑战。今年9月，又将有4000余名工商管理硕士生满怀着理想与希望进入各大学学习。一大批机关分流干部与经贸委系统的管理人员也要经过入学考试，在职学习并申请工商管理硕士学位。如何办好工商管理硕士（MBA）项目，为国家和社会培养出一批又一批符合市场需求的高质量的工商管理硕士，是全国可以授予工商管理硕士学位的56所院校所共同考虑与研究的问题。

在这里，MBA课程设计是成功的关键环节之一。记得在1984年的夏天，在加拿大国际开发总署的资助下，加拿大蒙特利尔大学、麦吉尔大学、康克迪亚大学以及魁北克大学蒙特利尔分校的教授们为中国人民大学的年轻教师讲授了管理经济学、会计学、管理学以及管理信息系统等MBA课程。在1985年夏天，加拿大的教授们又讲了另外4门MBA课程。当时，我并没有真正了解这些MBA课程与我过去所学的管理课程在实质上有多大的区别，也没有理解这些课程之间的内在联系，对于MBA核心课与选修课以及专业的主修与副修的区别与联系更是知之甚少，只是感

到加拿大教授的教学在内容和手段上与我们传统方式有较大的区别。1988年初，我到加拿大麦吉尔大学管理学院研修后，才真正对MBA的课程设计有所了解。此后，我先后到美国布法罗纽约州立大学管理学院与澳大利亚悉尼科技大学管理学院任教，又对MBA课程之间的内在联系有了更切身的体会。为了更好地了解美国MBA教育的新潮流，今年6月，我又随中国管理学院院长代表团考察了美国著名管理学院，出席了在芝加哥举办的“全球管理教育论坛会”。

综观北美的工商管理教育，在全球化、信息化与整合化的挑战下，实在是强调其实用性。纵然有的教授学者看重自己的象牙宝塔，勾画着纯理论的模型与理论。但在MBA的教育上，美国现有的750余所管理学院，特别是为美国管理学院联合会（The American Assembly of Collegiate School of Business, AACSB）所承认的300余所管理学院，培养目标明确，课程设计体现出其为社会需求与市场服务的宗旨，没有半点的含糊。美国著名的管理院校明确自己的教育使命，把视野放在全球与创新上，不断地迎接新的挑战，将所授的知识与社会的实际需求密切地结合起来，期望培养出真正的高质量的管理人才。例如，哈佛商学院明确地提出，该院的使命是“影响企业的实践”，培养全面的管理者（general managers），指出“我们要对企业的领导人在如何完成他们的工作上，即在他们如何提出与解决问题、确定战略方向和采取行动上施加重大的影响。同时，我们鼓励从实践中获得反馈，以便了解这些领导人如何在实践中应用我们的思想与知识，从而进一步发展与提炼我们的理论与知识。”麻省理工学院斯隆管理学院的使命“尊重有用的工作”，“为产业提供服务”，提出“作为管理教育与研究的世界领导者，麻省理工学院斯隆管理学院要培养能在快速发展与高度竞争的全球企业环境中获得成功的管理者。当前持续不断的技术创新已成为每个产业各个方面生产力和增长的关键，因此，这正是我们的时机。”伯克利加利福尼亚大学商学院从学院的成立始，就将教育的重点放在国际与企业家的舞台上，研究迅速发展的全球经济，为学生提供创新的学习机会。

根据上述的使命，美国著名的管理学院教育模式基本上有三大流派：一是以哈佛商学院为代表的培养全面管理人员的模式。斯坦福商学院的培养方式也是属于这种模式。他们培养的是全面的MBA，而不是专业化的MBA，通过

为学生提供必要的专业知识，使之毕业以后成为企业或其他组织中高层的有效的全面管理者，而不是职能部门的管理人员。二是以芝加哥大学管理学院为代表的培养专业管理人员的模式，其方向是为企业和组织培养专业的管理人员。斯隆商学院亦属于这种类型。三是介于两者之间的模式。美国多数管理院校采用的是这种培养目标，如伯克利商学院、西北大学的凯洛格商学院、洛杉矶加州大学、康乃尔大学管理学院以及杜克大学管理学院等。因此，各个管理学院在其课程设计上有着不同的战略重点。

哈佛商学院MBA课程设计的思路是“在日益增长的全球商务环境中，提高学生进行战略性与关键性思考的能力。”斯坦福商学院MBA课程设计的思路是“确保学生获得管理运行的知识，了解企业运行的经济、政治和社会环境，以及掌握作为管理者所必须的行为技能。”同时，“MBA项目也要设计成为一种可以终身学习的模式。这样，今天的学生将在今后贯穿其事业的复杂而快速变化的管理世界中有能力自如地作出调整。”斯隆管理学院MBA课程设计的思路是“对日益增长的市场全球化和密集的竞争正在改变工作性质的这一事实作出反映。”哥伦比亚商学院MBA课程设计的思路是“让学生掌握作为管理者能够在全全球经济中进行有效竞争所需的基本学科与应用的职能领域。”

总之，这些学院在设计MBA课程时，首先，考虑的是学生要了解全球的竞争环境。其次，考虑学院所在的地域和环境。例如，哥伦比亚商学院极其强调该院处于纽约这个金融中心，其战略重点是国际、金融和纽约，培养出的学生要适合在国际大城市从事金融工作。因此，该学院在课程设计上就对财务与金融等相关课程有所侧重。再次，考虑学院自身资源的特点，如斯隆管理学院在技术管理上设置较多的课程，而哈佛商学院则在全面管理与竞争战略课程上有所突出。最后，要使学生获得相关的专业知识，了解研究与实践的前沿，如企业伦理、领导精神、创新、以及企业与政府关系等。

在课程设计的内容上，美国管理学院根据自己的情况，多按传统划分为核心课程与选修课程。课程内容上并不划一，门数上也多少不等。在学习核心课之前，学生要预先学习计算机应用和技能、商务沟通以及基本数量分析方法等课程。在核心课上，各学院基本上开设了经济学、统计或数据分析、会计、财务、市场营销、运作管理、组织行

为、人力资源管理、战略管理以及公共管理等课程。当然,也有例外。芝加哥大学管理学院就不设置核心课。在选修课程上,除哈佛商学院外,各学院基本上设置了专业,如管理经济学(Managerial Economics)、会计(Accounting)、财务管理(Financial Management)、税收(Taxation)、管理科学(Management Science)、信息系统(Information Systems)、市场营销(Marketing)、组织行为学(Organization Behavior)、人力资源管理(Human Resource Management)、国际商务(International Business)、战略管理(Strategic Management)以及公共管理(Public Management)等。最具特色的是斯隆管理学院的课程设计。该学院除了设计出体现管理基础原理和技能的六门核心课以外,根据学生今后所要从事的工作方向,创造性地设计自我管理模块(Self Managed Track)与管理模块(Management Track)。自我管理模块包括应用宏观与国际经济学、财务管理或财务理论、信息技术、产业关系与人力资源管理、运作管理导论和市场营销导论等六门课。如果学生希望将来从事较为全面的管理工作,则可以选择自我管理模块。而学生希望成为更专业的管理人员,则可以选择管理模块。在这个模块中,有六个分模块,即战略管理与咨询(Strategic Management and Consulting)、新产品与风险开发(Product and Venture Development)、信息技术与企业变革(Information Technology and Business Transformation)、金融工程(Financial Engineering)、财务管理(Financial Management)以及制造与运作(Manufacturing and Operations)。这种设计打破传统职能性课程的框架,切实反映市场的声音,力图符合具体职业领域的要求,使学生能在今后的工作中更快地进入某个具体的管理角色。

我国工商管理硕士教育总体来说,还处在试点阶段之中。在课程设计上,全国工商管理硕士教育指导委员会规定了核心课的指导大纲。经过多年的建设,MBA核心课的教材已经初步满足教学的需求。当然,在质量上还有待进一步完善。随着MBA教学的深入发展,一些院校在培养全面管理人员的基础上,进一步根据自己院校的区域环境和办学条件,探索开设专业方向,以便培养出更适合社会需要的专门管理人才。这就对课程设计提出了新的要求,希望有更专门化的课程支持不同的专业方向。这不仅对教师的科研提出了更高的要求,而且对教材的建设也提出新的

需求。教材不足便是当前工商管理教育中最大的困惑之一。

为了满足工商管理专业方向的发展以及相应的课程设计，在中国人民大学工商管理学院的策划下，机械工业出版社推出了英文版的《MBA专业精品教材》，填补教学用书中空白，力图缓解MBA各专业教学上的急需。在这套丛书中，我们精心选择了北美在经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销以及商务技能等7个专业的英文版教材，期望对国内各管理学院所开设的管理专业有所帮助。同时，有志于学好MBA某个专业的管理人员、研究生甚至本科生也可以通过系统地学习该专业所列的教材，掌握个中三昧。

当然，在学习西方的管理理论与经验时，需要认真对待其内在的文化底蕴。正如同样是绘画，西方的绘画注重光线与颜色，体现出一种形象思维，而中国画则注重线条，体现出内在的逻辑思维，从而表现出中国文化与西方文化的差异。本世纪初以来，我国知识分子一直在研究与吸收西方文化，力图西学中用。正如有人所讲，学习的方法有三种形式，一是鸟瞰的方法，二是仰视的方法，三是平视的方法。鸟瞰者，持才傲物，看不起其他民族的文化，更看不起其他民族的管理理念与方法。仰视者，自卑自弃，看不起自己民族的文化，盲目追求其他民族的管理理念与方法。要真正作到西学中用，而不是仅仅学到一些皮毛的话，则需要运用平视的方法，拉开距离，去观察与学习世界上一切优秀的管理理念与方法。今天，我们利用西方的管理理论与实践，是为了更合理地推动中国的管理教学与科研，促进中国的管理实践，切不可邯郸学步，而是真正做到“以我为主、博采众长、融合提炼、自成一家”。

徐 = 明 博士

中国人民大学管理学教授
中国人民大学工商管理学院院长
全国MBA教育指导委员会委员
1998年盛夏于北京

To
Gayla Donnelly,
Dianne Gibson,
Dana Louise Ivancevich

We are very much aware that students of management will be studying our book in the 21st century. This reality is both gratifying and challenging. It is gratifying because it tells us our book continues to be a valuable and relevant resource for students and teachers of management. They have found both the structure and the content of the book to be user-friendly. It is challenging because we also know that the world of managers is entering a new and exciting era, one not imaginable only a few years ago. Electronic commerce, interactive television, virtual organizations, e-money, and the information highway are but a few of the features of this new era. Thus to stay abreast of the world of management and to reflect that world in this textbook has been a significant challenge.

We believe we have met this challenge and that the approaches to learning found in this book will prepare students who aspire to manage in these extraordinary times. You will find this edition to be shorter than previous editions. This change increases the potential for exploiting the active learning features of the book. All the changes in this edition reflect our concern for making this book a significant contribution to the education and preparation of tomorrow's managers. We introduce the tenth edition of *Fundamentals of Management* with a deep sense of gratification.

Fundamentals of Management has been identified by management faculty as one of the best management textbooks in the country. It is particularly rewarding for us to hear that our book "has changed the way the introductory management course is taught."

The supplementary resources that accompany our text have been rated among the best available.

Style, organization, and content features that we introduced many editions ago are copied and imitated by competitors, which is the highest form of flattery we can receive.

Recognition serves as an incentive to continue to improve our book. Every revision of *Fundamentals of Management* is a major revision and this edition is no exception. We believe our constant attention to the field and practice of management and our continual updating, revising, and restructuring have been important to the success of the book. The present edition bears little resemblance to the first; however, the rationale remains the same as for previous editions. Management, we believe, will

be practiced better by individuals who have had access to high-quality, challenging management textbooks.

To be effective, a textbook must serve two groups well: those who teach the course and those who take the course. We repeat our pledge to faculty and students.

Pledge to Management Faculty. A textbook of high quality will never compromise the integrity of the field it explores. We pledge to provide a text which in every respect is a quality work of management scholarship that we as academicians can be proud of.

Pledge to Management Students. A textbook of high quality never loses sight of its ultimate purpose—to help students learn. We pledge to always strive to make our textbook the most contemporary, comprehensive, challenging, readable, and exciting management textbook available today.

The Development of the Tenth Edition

Every revision is guided by extensive market research, interviews with faculty, reviews by commissioned instructors, and classroom experience. The information resulting from these sources enables us to determine which features of the book are effective and which ones should be revised or eliminated.

Based on this research we have made several important changes. An overarching purpose was to increase the active learning components and to decrease the overall length of the book. We eliminated many of the end-of-chapter materials and added video cases. We eliminated one chapter from the previous edition. Thus each chapter now contains one case, most chapters contain a video case, and all chapters contain one experiential exercise, and discussion questions. Internet exercises have also been included (end-of-text appendix) in this edition to draw the student further into the technology highway.

Globalization, quality, competitiveness, diversity, teams and teambuilding, ethics, and entrepreneurship are emphasized throughout the relevant chapters. These topics appear in vignettes, examples, and in the Management Focus features of each chapter.

Our Standards for a High-Quality Textbook

We believe a high-quality management textbook should possess several key characteristics. It should be comprehensive, systematic, scientific, practical—and exciting.

Comprehensive. This text is comprehensive because it covers the major management topics affecting students, teachers, and practitioners. Research has indicated that our book is being used to cover American Assembly of Collegiate Schools of Business (AACSB) common body of knowledge requirements for both Organizational Behavior/Organization Theory and Production/Operations Management. The materials selected for this book reflect our contacts with teaching colleagues, students, practicing managers, accrediting agencies such as AACSB, and professional societies such as the Academy of Management and the American Management Association.

Systematic. In studying management, a beginning student can easily be overwhelmed by the vast number of concepts, theories, and topics. The systematic approach of *Fundamentals of Management* helps overcome this tendency. In each chapter's subject matter, readers are able to see where they have been, where they are, and where they will be going.

This book is divided into five parts. And each part is structured around three fundamental managerial tasks common to all organizations: managing work and organizations, managing people, and managing production and operations.

Scientific. *Fundamentals of Management* presents concepts and theories that have been the subject of extensive research. However, our textbook does not attempt to teach social or behavioral science, or operations management. It provides bases for applying many relevant contributions from numerous scientific disciplines to management.

Practical. To become an effective manager, a student must learn to analyze management problems and then solve them by applying relevant management theory. *Fundamentals of Management* stresses a practical approach to learning these vital skills. Subject matter is reinforced with descriptions of how actual managers in real organizations have applied the concepts to solve problems. In addition, case applications, experiential exercises, and Internet exercises bring the chapter material to life in real-world situations.

Exciting. Since the practice of management is exciting, a management textbook should follow suit. We try to convey this excitement to our readers. Every chapter, except for Chapter 1, begins with an account of an organization or individual manager facing a particular management problem or real-life situation that will be discussed in the following pages. In addition, each chapter contains contemporary examples of real-world applications of concepts discussed in the chapter. Important points are illustrated and summarized in each chapter.

An Emphasis on Learning

In addition to the features retained and updated from previous editions, several new features have been strengthened and updated when necessary.

Learning Objectives. Clear, attainable goals are spelled out at the start of each chapter. In each chapter, the student learns to define, describe, discuss, compare, and identify essential issues affecting modern management.

Management in Action. To stimulate reader interest, we continue to use exciting chapter-opening vignettes taken from real-life situations to orient students to concepts and problems discussed in the text.

Management Focus. A series of timely, relevant, real-life examples is drawn from large and small organizations around the world. These examples illustrate problems modern managers confront daily, and they appear at exact points in the discussion where the concept or theory is being discussed.

Cases. A variety of cases is included in the book. Each chapter concludes with a written case to illustrate pertinent issues. In addition a video case also appears at the end of most chapters. These cases feature a variety of types and sizes of organizations and include problems at all levels of management. They are designed to illustrate practical applications of concepts in the chapter.

End of Chapter Features. Every chapter concludes with a concise "Summary of Key Points," a point-by-point summary of key topics. In addition, "Discussion and

Review Questions” are included in every chapter. New questions, which address the major issues explored, have been added to each chapter.

Experiential Exercises. Experiential exercises are included at the end of each chapter. We included these learning methods in the previous edition, and we received positive reactions to these exercises—so new ones have been added here. They move the material from “seeing” and “hearing” to “doing.” The understanding of management concepts is greatly enhanced when students can actively join the learning process. More and more contemporary students seek out courses that include opportunities to learn from experience.

Internet Exercise. New to this edition is the Internet Appendix (pp. 593–605) which contains 21 Internet exercises, one for each chapter of the book. These exercises further increase the active learning component of the book.

Support for Instructors and Students

We are fortunate to have a complete coordinated and integrated system of support for both teacher and student. As mentioned earlier, the supplementary materials available with *Fundamentals of Management* have been rated the best available. Our goal was to make them even better for the tenth edition.

Support for Instructors

Instructor’s Manual/Lecture Resource Manual. Far more than the traditional instructor’s manual, ours is organized to follow each chapter in the text and includes chapter objectives, chapter synopsis, chapter outline with tips and ideas, answers to end-of-chapter cases, answers to discussion and review questions, 12 additional end-of-chapter questions (along with answers) per chapter, suggested transparencies, analyses of experiential exercises, and transparency masters. It is a complete manual in every respect. The Video Guide portion will include teaching hints for use with the videos, a synopsis of the video, a few multiple choice questions for the videos, and a direct tie-in to the chapter.

We believe that even the most experienced and dedicated teacher will find useful hints and insightful ideas in this unique lecture resource guide combined with the IM in this edition. From a pedagogical perspective, we believe this is the real strength of our instructional support system. We encourage those interested in teaching management to examine this element of the system because we believe there is nothing available that approaches its quality and innovativeness. Over 190 sources were used to develop the material.

Color Acetates. A complete set of high-quality, four-color acetates has been developed specifically for our instructional support system. These transparencies are a separate element in addition to the transparency masters included in the Instructor’s Manual/Lecture Resource Manual.

Test Bank. This examination resource contains a wide variety of materials such as true/false, multiple-choice, short answer, and essay questions. Items are categorized by type of question and include text page references.

McGraw-Hill Higher Education’s Computerized Testing Software. New to this edition, the advanced-feature test generator allows you to add and edit questions; save

and reload tests; create up to 99 different versions of each test; attach graphics to questions; import and export ASCII files; and select questions based on type, level of difficulty, or keyword. McGraw-Hill's computerized testing software provides password protection of saved texts and question databases and can run on a network. The versions available are 3.5" IBM.

PowerPoint Presentation Software. This presentation software provides the means to deliver state-of-the-art technology to enhance any lecture. A complete lecture is provided for each chapter. In addition, the flexibility of the PowerPoint platform allows faculty to edit or import their own lecture material to create a custom presentation.

Support for Students

Videos. Available for the first time with this edition are corresponding chapter videos for 17 of the 21 chapters. A wide variety of company settings gives the videos broad appeal. Video cases have been included, where applicable, at the end of each chapter. Videos and cases can be used to generate in-class discussion and draw students' interest.

Acknowledgments

Scores of people have made important suggestions over the years that have substantially improved the book. In addition, we want to publicly thank and acknowledge the contributions of reviewers of previous editions and of the present edition. Their ideas and suggestions are reflected throughout our book, and they have contributed much to its success.

Reviewers of This and Previous Editions

Nick Blanchard
Eastern Michigan University

Mauritz Blonder
Hofstra University

Arthur H. Boisselle
El Paso Community College

Lyle Brenna
El Paso Community College

Sonya Brett
Macomb County Community College

Donald R. Burke
Villanova University

Douglas D. Cantrell
Eastern Michigan University

Debra R. Comer
Hofstra University

Deborah F. Crown
University of Colorado—Boulder

Helen Deresky
SUNY—Plattsburg

Bernard C. Dill
Bloomsburg State University

Sam Doctors
California State University

Charles Flaherty
University of Minnesota

Frank Flaumenhatt
University of New Haven

David Gray
University of Texas at Arlington

Stan Guzell
Youngstown State University

Lindle Hatton
*California State University
Sacramento*

A. Thomas Hollingsworth
University of South Carolina

Milton Holmen
University of Southern California

Fred C. House
Northern Arizona University

W. Dow Hoyt
San Bernadino Valley College

Carolyn Jacobson
Ohio University

Elias Kalman
*Baruch College of the City University
of New York*

Jack Kappeler
Platte Tech Community College

John E. Kinney, Jr.
Chabot College

Eric A. Larson
Onondaga Community College

Pamela S. Lewis
University of Central Florida

Wendell H. McCulloch
California State University at Long Beach

John Mee
Indiana University

Robert Miller
Upjohn Research Corporation

Jan Muczyk
Cleveland State University

James R. Necessary
Ball State University

Donald D. Nelson
College of DuPage

M. Gene Newport
University of Alabama in Birmingham

James G. Pesek
Clarion State College

Charles K. Phillips
Stephen F. Austin University

Jon Pierce
University of Minnesota

Lawrence Podell
William Patterson College

William Ryan
Indiana University

Mary S. Thibodeaux
University of North Texas

Robert L. Trewatha
*Southwest Missouri State
University*

John J. Vitton
University of North Dakota

Irwin Weinstock
*California State University at
Fresno*

Martin W. Wensman
Cerritos College

Philip Van Auken
Baylor University

Robert K. Robinson
University of Mississippi

John Hall
University of Florida

Anne C. Cowden
*California State University
Sacramento*

Raffaele DeVito
Emporia State University

Douglas M. McCabe
Georgetown University

Thomas Daymont
Temple University

Reviewers of the Present Edition

Elizabeth Cooper
University of Rhode Island

Jack Johnson
Cosumnes River College

M. R. Meredith
University of Southwestern Louisiana

Robert K. Robinson
The University of Mississippi

Ellen Sikes
Campbell University

Charles White
*University of Tennessee at
Chattanooga*