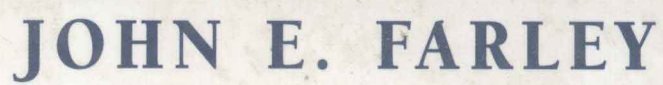


FOURTH EDITION





FOURTH EDITION

SOCIOLOGY

JOHN E. FARLEY

SOUTHERN ILLINOIS UNIVERSITY
AT EDWARDSVILLE



PRENTICE HALL

UPPER SADDLE RIVER, NEW JERSEY 07458

Library of Congress Cataloging-in-Publication Data

Farley, John E.

Sociology/John E. Farley.—4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-618067-1 (alk. paper)

1. Sociology. I. Title.

HM51.F33 1997

97-25935

301—dc21

CIP

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This book was set in 10/11 Berkeley Book by Lithokraft II and was printed and bound by Von Hoffmann Press, Inc. The cover was printed by The Lehigh Press.



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Simon & Schuster/A Viacom Company

Upper Saddle River, NJ 07458

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-618067-1

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Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

Preface

An introductory sociology text attempts to do many things. Two things are especially important. On one level, it must impart basic information on a variety of subjects to the students. At the same time, it must develop students' ability to think critically and to analyze everyday events through the sociological perspective. Ideally, students who complete the introductory course should be able to transcend the common-sense approach to social phenomena that most of them bring to the class.

My textbook has been written with both of the above objectives in mind. To increase students' store of sociological knowledge, I have included the most up-to-date information, accompanied by current citations. In my conversations with faculty members who teach the introductory course, I have found that their most frequent complaint about introductory texts is their tendency to jump from topic to topic in a disconnected manner as they try to mention every concept that any instructor might want included. The result is that such texts fail to explain most topics adequately and to show how one topic or issue relates to another. In this text, I have deliberately introduced slightly fewer concepts than most competing books, although all the major topical areas are covered. By adopting this approach, I have been able to discuss the concepts I do cover in greater depth than most introductory texts. I also show how theories, issues, and debates in different specialties of sociology relate to one another. I believe that this will help students see relationships among ideas that are often missed in the attempt to cover every possible concept in an encyclopedic manner.

To assist students in developing critical-thinking skills, I have organized my text around the three basic sociological perspectives: the functionalist, conflict, and symbolic-interactionist perspectives. Rather than introducing these concepts briefly in the opening chapter and referring to them intermittently in later chapters, I have devoted an entire chapter to explaining them, including the strengths and weaknesses of each and the ways students can use all three to achieve a more complete understanding of social phenomena. This analysis is carried through all remaining chapters, as the key concepts in each chapter are analyzed from these different perspectives. I genuinely believe that each perspective helps us to understand an important piece of social reality. Thus, throughout the book each perspective is discussed with respect to those sociological issues and debates to which it is relevant. There is special effort to encourage critical thinking by inviting students to consider how the findings

of sociological research are consistent or not consistent with the claims of one or more of these broad perspectives, or those of more narrowly defined theories.

Special attention is paid to synthesizing the three major sociological perspectives. A major focus of this discussion is current efforts by several leading sociologists to integrate macro- and microsociological theories. The goal is to teach students to see the perspectives not as competing arguments, but as approaches that can each contribute to the student's understanding of social phenomena. Ultimately, this will help students to develop their own perspectives.

ORGANIZATION

I have divided my book into five parts. The first introduces sociology as a discipline. Chapter 1 begins with a brief discussion of the key theories and theorists of sociology and discusses the social conditions that gave rise to sociology and that continue to make it relevant. The book then moves on in Chapter 2 to research methodology, with special focus on the scientific method.

Part II focuses on society and interaction. It begins with a chapter devoted exclusively to the key perspectives, a chapter unique to this text. Chapter 4 combines culture and social structure. These two topics are treated together because they are so closely interrelated that they cannot be separated realistically into two chapters. This approach provides students with a better-integrated view of the basis of social organization. After discussing socialization in Chapter 5, I move immediately to sex and gender, unlike most texts, which treat sex and gender in a later chapter. The reasoning here is that because people are *taught* to be male or female, the gender chapter incorporates and illustrates the major topics introduced in socialization. The remaining chapters in Part II deal with groups and organizations, deviance, and social control.

Part III deals with the crucial concept of stratification. There are two stratification chapters: economic and prestige, and political. This division reflects the standard analysis of Weber. I then conclude with the race and ethnicity chapter, which includes such current issues as race versus class and affirmative action. Part IV, social institutions, focuses on the basic human institutions: economic systems, marriages and families, education, religion, and health care. We then conclude with Part V, which examines change and social behavior on a mass scale.

CHANGES IN THE FOURTH EDITION

I am extremely gratified by the success this book has enjoyed through its first three editions, and over the past year, I've worked very hard to make the fourth edition the best one yet. Through the course of the first three editions, many faculty and students who have used the book have offered suggestions for improvements. In this edition, I have made the most substantial revisions since the book was first published in order to address these suggestions and to keep this book the most current introductory sociology textbook available. Although the basic organizational structure of earlier editions has been retained, substantial revisions have been made in a number of chapters. Many of these changes have been aimed at making the book even more "user-friendly." For example, in Chapter 2, the emphasis has been shifted away from how sociological research is *done* (many students who are not sociology majors will never do such research) to a greater emphasis on how to *understand* sociological research. This is something everyone in today's society needs to know because (1) we are exposed to purported research results whether we want to be or not, and we need to know what is valuable, and (2) sociological research is an essential tool for understanding the world we live in. The revised Chapter 2 gives students the tools to understand research, and illustrates its relevance with two new boxes describing actual sociological studies, how they were done, and what can be learned from them. In both, readers will learn some surprising things about the society in which they live.

There are certain areas in which I have also provided new material or made other changes because of clear patterns of requests and suggestions from reviewers and users of earlier editions. For example, readers clearly wanted more material on the prestige dimension of stratification in Chapter 9, and I have responded by adding new material on culture heroes in the United States. Also, many readers indicated that they found the combined treatment of economic and political systems in Chapter 12 confusing. Consequently, that chapter has been redesigned to focus on the economy, with material on political systems moved to places in the book where it is more relevant. For example, material on political socialization now appears in Chapter 5, "Socialization." And in Chapter 11, again in response to readers' suggestions, I have reorganized material to de-emphasize detailed description and to give greater emphasis to where different racial groups fit into the overall system of racial stratification in the United States. The new organization is more like what I have used in my widely adopted race and ethnic relations textbook, *Majority-Minority Relations*.

Another way I have tried to make this edition more "user friendly" is by placing even greater emphasis than in earlier editions on how sociology is relevant to students in their everyday lives. This is done in a variety of ways. One way is through revised content in the text proper. In Chapter 3, for example, I open the chapter with a series of questions about the "whys" behind some recent events in the news that should be familiar to most readers. Then, in the relevant parts of the

chapter, I show how sociology is useful in answering these questions, and how and why different sociological perspectives might offer different answers. This emphasis on current and recent issues is carried throughout the book, with, for example, discussions of the "Ebonics" controversy in Chapter 4, globalization and how it is changing work in Chapter 7, the controversy over the Ruby Ridge incident in Chapter 8, the recent dramatic changes in South Africa in Chapter 9, the Million Man March in Chapter 10, debate over *The Bell Curve* in Chapter 14, the rapid population growth of the Rocky Mountain region in Chapter 17, and the Oklahoma City bombing in Chapters 18 and 19. Another way the relevance of sociology is shown is through a series of new "Student Life" boxes, described in the *Features* section of the Preface, in which sociology is used to gain insights into the causes and meanings of situations that students experience on a first-hand basis in the course of their day-to-day lives. Finally, I have reworked the "Social Issues" sections that appeared in the third edition into a new series of sections called "Putting Sociology to Work." These include both revised versions of some of the earlier "Social Issues" sections and entirely new ones on new issues, such as "Does Capital Punishment Deter Murder?" in Chapter 8. The purpose of these new sections is to show readers the practical usefulness of sociology in very direct ways. Again, these new sections are discussed in the *Features* section of the Preface.

In part because my primary specialty area in sociology is race and ethnic relations, I take pride in the fact that this book is second to none in the emphasis given to diversity, multiculturalism, and to issues of race, class, and gender. The experiences of people of color, women, people with disabilities, and people with alternative sexual orientations aren't just discussed in a few isolated chapters; they appear throughout the entire book. I have maintained this emphasis through all editions, but have added a good deal of new material addressing such experiences and issues in this edition. Examples of new material of this type can be found in every chapter. New material in Chapter 1 reflects the increasing (and belated) recognition in sociology of the contributions of Jane Addams to the development of the classic "Chicago School" of sociology. In Chapter 2, a new box discusses Mitchell Dunier's study *Slim's Table*, which debunks some stereotypes about African American males that even sociology has sometimes promoted. In Chapter 3, there is expanded discussion of the contributions to conflict theory of W.E.B. Du Bois, perhaps the most underrecognized contributor to the development of U.S. sociology. In Chapter 4, a new box explores what the deaf can teach the hearing about language and thought. In Chapter 5, another new box shows how regional differences in gender roles contributed to the growth of women's colleges in the U.S. South. In Chapter 6, a new section provides expanded coverage of feminist social theory, including new material on ecofeminism, a holistic theory that goes far beyond explaining gender inequality, offering valuable insights about a variety of social phenomena. Issues of sexual orientation are included in new "Student Life" boxes on meeting

through the personal ads (Chapter 13) and student social movements (Chapter 19). Material on globalization and its consequences, cross-cultural examples, and discussions comparing and contrasting the United States to other societies appear throughout the book, and have been expanded in this edition. In fact, some new material on diversity and multiculturalism has been added to every chapter in this revision.

A major part of any revision is keeping a book current. Both current events and the growth of the sociological literature are proceeding at faster rates than ever before. Thus, meeting my goal of making this book the most current available is literally a never-ending task. Revisions to keep up with events and new trends in the sociological literature have been made in every chapter. Of the roughly 2,500 references, about 425 are entirely new to this edition. The overwhelming majority of the new sources were published in the 1990s, and many of them are 1995 and more recent. Examples, too, are updated throughout the book. The 1997 Arkansas tornado disasters, for example, are used to illustrate how disaster situations can lead to cooperation among diverse groups that often are at odds. The 1997 Atlanta abortion clinic bombing is used to illustrate a trend already noted in earlier editions—the tendency for the majority of terrorism in the United States to be committed by right-wing groups acting in opposition to social change. And as earlier noted, throughout the book recent events familiar to students are used to illustrate key sociological principles. Additionally, many earlier sections have been revised and updated to reflect current developments. For example, the proportion of Japanese workers covered by “lifetime employment” has declined recently, and this trend and its causes and consequences are discussed in Chapter 7. Also in that chapter, the discussion of globalization is expanded and updated. Chapter 9 is one of the most heavily revised chapters in the book, reflecting many new developments related to stratification; among the issues with major new material are the transition to majority rule in South Africa, the continued shrinkage of the middle class in the United States (including major new research by Greg Duncan), and welfare reform debates and legislation.

The sociological content is also, I believe, the most current available in any introductory textbook. Systematic files were maintained of articles in every issue of major sociological journals since the last edition, and these were incorporated into the relevant chapters. One example (Chapter 3) is Jack Katz’s fascinating study of people viewing the funhouse mirrors in a Paris amusement park—and the role of social interaction in concluding that the mirrors are “funny.” Other examples can be seen in two new studies of the effects of the different kinds of neighborhoods in which young people grow up (Chapter 18). One, by Doris Entwisle, Karl L. Alexander, and Linda Steffel Olson examines neighborhood effects on school achievement, while the other, by Karin Brewster, looks at the effect of neighborhood on young women’s sexual activity. In Chapter 5, a new sociohistorical study by Christie Ann Farnham is used to illustrate the

socialization function of education and how that function often perpetuates the system of stratification. Farnham’s study shows powerfully how women’s colleges in the pre–Civil War South perpetuated both gender and racial stratification—and, ironically, it also shows that the strict gender stratification system of the ante-Bellum South made the idea of women’s colleges less threatening there than elsewhere in the United States. In Chapter 9, new material has been added on a 1993 Census Bureau study of the distribution of wealth in the United States, on new studies showing a linkage between mother’s status and job and educational opportunities, and new research on culture heroes in the United States. In Chapter 10, a new box titled “Inventing Reality” uses two new sociological studies to illustrate how the media often do exactly that. And Chapter 11, one of the most heavily revised chapters, opens with a new University of Michigan study that used pictures of bears to gain insight into how people think about race: Subjects could correctly identify the offspring of light- and dark-colored bears, but they could not do this when shown pictures of light- and dark-skinned humans. In fact, coverage of insightful new studies like the ones described in this paragraph has been added in virtually every chapter. Finally, I have tried to incorporate new sociological research on major current events as it has become available. In this revision, for example, I have added considerable material on studies that have been conducted on the causes and consequences of the violence in former Yugoslavia, the elimination of the Soviet Union and the transition to a noncommunist Russia, and on the social and economic consequences of the North American Free Trade Agreement (NAFTA).

Another part of sociological currency is keeping up with emerging theoretical directions in the field. Postmodernism continues to be growing influence in sociology. Material on this viewpoint from earlier editions is expanded, and new material on postmodernism has been added in several chapters addressing issues to which it is particularly relevant. Another emerging theory whose influence in sociology is virtually certain to grow is ecofeminism, and, as mentioned above, a new section on this school of thought has been added in Chapter 6. In Chapter 8, new material appears on Michael Gottfredson and Travis Hirschi’s self-control theory, a viewpoint that has generated considerable debate in criminology since the last edition of this book was published.

FEATURES

My book contains a number of special features, including boxes and pedagogical aids designed to assist students in developing a sociological perspective. The major ones are described here.

[NEW!] STUDENT LIFE These boxes, which discuss student life from a sociological viewpoint, show how sociology is relevant to students in their everyday lives. They cover a range of issues including censorship of popular music, mating and dating issues, racial divisions on college

campuses, current trends in student activism (or lack thereof), the relevance of Marx's concept of alienation to student life, and the heightened tendency for students to go into debt to finance their education.

[NEW!] USING THE WORLD WIDE WEB One of the most significant developments since the last edition of this book is the explosion of the Internet. Often the World Wide Web is the easiest way to obtain current sociological data, and there is an ever-growing variety of sites pertaining to sociology and sociological issues. In these boxes, students are pointed to Web sites relevant to the subject matter of different chapters in this book. In addition, readers may use the Web to directly access these links by going to this URL: <http://www.prenhall.com/farley> As I become aware of new and interesting sociological Web sites, I'll add them to this online version.

PERSONAL JOURNEY INTO SOCIOLOGY Major figures in sociology, including Harry Edwards, Joan McCord, William Domhoff, William Julius Wilson, and Charles Tilly, have written boxes especially for this text explaining both the nature and the personal meaning of their work. New in this edition is a box that I wrote about my own personal journey into sociology, which appears in Chapter 1. I decided that it was time for my readers to know about me and the development of my sociological career, on the same personal basis as they have learned about so many other sociologists through these boxes.

COMPARING CULTURES AND SOCIETIES These boxes examine a variety of special topics and issues such as romantic love, homelessness, and the division of household labor in other societies around the world as well as among distinctive cultural groups and different historical periods in North America. In addition to familiarizing students with societies and cultures other than their own, these boxes help students to understand their own society better by seeing the social forces that make other societies and cultures different from or similar to their own. These boxes have again been expanded this edition, with a new box exploring the relationship between Catholicism and unionization in various countries, and with an expanded and updated box comparing voter turnout rates in the United States to those in other industrialized countries. Another new box compares American culture over time, contrasting today's culture heroes with those of past eras.

SOCIOLOGICAL INSIGHTS These boxes examine a variety of special topics and issues from the sociological perspective. They are used to illustrate and elaborate upon topics addressed in the accompanying text material in a manner that will both catch students' interest and help them to better understand sociological issues and concepts. Several new "Sociological Insights" boxes have been added to this edition. These new boxes examine a wide variety of issues

from a sociological viewpoint using new sociological studies. Examples include a new sociological analysis of how the press "invents reality"; new boxes on the "Sex in America" study and on Mitchell Dunier's participant-observation study of middle-aged, working-class African American men; a new box on the controversial book, *The Bell Curve*; and a new box comparing growing and non-growing metropolitan areas in the United States.

[NEW!] PUTTING SOCIOLOGY TO WORK These new special text sections look at ways sociology can answer practical questions, useful for making decisions or forming social policy. In some cases, these sections are revised and updated versions of the "Social Issues for the 1990s" sections that appeared in the third edition; in other cases they are totally new. In all of them, the emphasis is on how sociology can be used to solve real-life problems. For example, the first such section, in Chapter 1, shows how sociology can answer the question, "How can we best get more people to recycle?". In Chapter 8, a completely new section uses sociology to address the question, "Does capital punishment deter murder?". In Chapter 9, another entirely new section examines how sociology may hold the answer to what will work and what won't in welfare reform. In Chapter 11, the section exploring sociological insights into the affirmative action issue has been thoroughly rewritten and updated, reflecting the rapidly changing situation with respect to that most important issue. The section in Chapter 13 addresses a very important and practical question: Should couples in unhappy marriages stay together "for the sake of the kids"? In Chapter 14, a "Putting Sociology to Work" section addresses the effects of school desegregation programs involving busing. And in Chapter 17, an extensively revised section looks at the numbers behind the Social Security crisis, and critically evaluates three 1996 proposals to save the system from bankruptcy.

PEDAGOGY This book contains a number of valuable pedagogical aids, including a variety of boxes on special topics (described in detail above), end-of-chapter lists of key terms (which are defined in the glossary), chapter summaries, and real-life chapter opening vignettes. It is clearly written and carefully edited, with the introductory student as the intended audience always in mind. Although it is highly readable, it is also comprehensive and thorough.

In my view, the most important pedagogical feature of this book is not to be found in the boxes, special sections, or chapter opening or ending materials, as important as all of those are. It is found throughout the book, in clearly written material with a constant emphasis on critical sociological thinking. In every chapter, students are encouraged to discover how ideas relate to one another, and to use scientific reasoning to see whether the evidence is consistent with ideas advanced by one or the other of the major theoretical perspectives. And I have strived mightily to do this in clear, engaging language that will invite the reader to learn more about the most exciting subject matter I can imagine—human social behavior.

I am always interested in hearing readers' reactions to the book. If you have thoughts or suggestions you'd like to share with me, please e-mail me at jfarley@siue.edu and let me know what you think. I answer all e-mails, and your suggestions could be very helpful to me (and to future readers) when it is again time to revise the book for a new edition.

SUPPLEMENTS

Prentice Hall is pleased to offer an extensive supplements package to accompany this text. Each supplement has been carefully prepared to give the instructor the resources needed to teach the course and the student the tools needed to successfully complete the course.

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◆ **Prentice Hall Color Transparencies: Sociology Series IV** Full-color illustrations, charts, and other visual materials have been selected to make up this useful lecture tool.

◆ **Instructor's Guide to Prentice Hall Color Transparencies: Sociology Series IV** This helpful manual offers suggestions for integrating each transparency in lecture discussions.

◆ **Prentice Hall Introductory Sociology Film/Video Guide, 5/E** This useful guide describes more than 150 films and videos appropriate for classroom viewing. The guide also provides summaries, discussion questions, and rental sources for each film and video.

ABC NEWS ABC News/Prentice Hall Video Library for Sociology Video is the most dynamic supplement you can use to enhance a class. But the quality of the video material and how well it relates to your course still make all the difference. Prentice Hall and ABC News are now working together to bring you the best and most comprehensive video ancillaries available in the college market.

Through its wide variety of award-winning programs—*Nightline*, *Business World*, *On Business*, *This Week with David Brinkley*, *World News Tonight*, and *The Health Show*—ABC offers a resource for feature and documentary-style videos related to the chapters in *Sociology, 4/E*. The programs have extremely high production quality, present substantial content, and are hosted by well-versed, well-known anchors.

Prentice Hall and its authors and editors provide the benefit of having selected videos and topics that will work well with this course and text and include notes in the Instructor's Resource Manual on how to use them in the classroom.

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- Volume II — Marriages and Families
- Volume III — Race and Ethnic Relations
- Volume IV — Criminology
- Volume V — Social Problems
- Volume VI — Introductory Sociology, Part I
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◆ **Prentice Hall Introductory Sociology PowerPoint Transparencies, Version I.** Created by Roger J. Eich of Hawkeye Community College, this PowerPoint slide set combines graphics and text in a colorful format to help you convey sociological principles in a new and exciting way. Created in PowerPoint, an easy-to-use, widely available software program, this set contains over 300 content slides keyed to each chapter in the text.

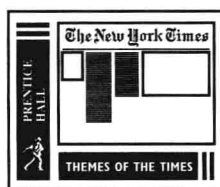
For the Student:

◆ **Sociology on the Internet** This brief guide introduces students to the origin and innovations behind the Internet and provides clear strategies for navigating the complexity of the Internet and World Wide Web. Exercises within and at the end of the chapters allow students to practice searching for the myriad of resources available to the student of sociology. This 96-page supplementary book is **free** to students using *Sociology, 4/E*.

◆ **World Wide Web Site** In tandem with the text, students can now take full advantage of the World Wide Web to enrich their study of sociology through use of the *Sociology, 4/E*, Web site. This study resource will correlate the text with related material available on the Internet. Features of the Web site will include chapter objectives, study questions, new updates, as well as links to interesting material and information from other sites on the Web that

reinforce and enhance the content of each chapter. Address <http://www.prenhall.com/farley>

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◆ **Prentice Hall Critical Thinking Audio Cassette** A 60-minute tape is available to help students think and read critically.

ACKNOWLEDGMENTS

This book reflects the efforts of a large number of people. With respect to the first edition, I especially wish to thank Bill Webber for initiating the project and Robert Weiss for carefully editing the manuscript and serving as an indispensable resource person. I also want to thank graduate students Don Conway-Long, Ming Yan, John Egel, and Julie Dare, who provided key assistance at several important stages during the writing of this book. Special thanks are due to the people who provided the initial drafts for the following chapters in the first edition: Larry Koch, Ball State University, for the deviance chapter; Marlene Lehtinen, University of Utah, for the marriage and family chapter; Christine M. Von Der Haar, Baruch College, for the religion chapter; and Steven Vago, St. Louis University, and Thomas D. Hall, DePauw University, for the social change chapter.

I would like to thank the many reviewers who offered their time and suggestions; all four editions of the text have benefited from their work:

Richard E. Anderson, University of Nevada–Las Vegas
Jeanne Ballantine, Wright State University

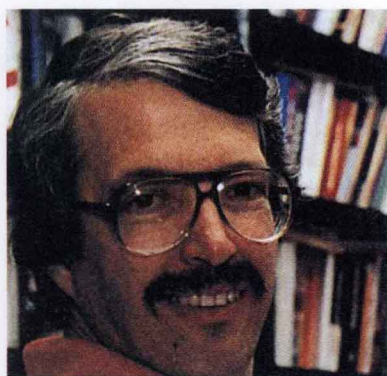
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 Surendar Yadava, University of Northern Iowa

A number of people at Prentice Hall have again made important contributions as I have revised this book. Without the continuing support and cooperation of editor in chief Nancy Roberts, the revisions could never have been completed. No editor could be more helpful, reasonable, and supportive than Nancy. Charlyce Jones Owens, Ed Stanford, and Phil Miller continued to assure that this support is backed up with unshakable organizational support, and in the development department, Susanna Lesan, Leslie Carr, and Virginia Fuery-Gagnon made contributions to the earlier revisions literally every day. Alison Gnerre, with whom I have enjoyed working on previous projects, and Katy Bsates skillfully shepherded the book through the production process of the second and third editions. In the fourth edition, production editor Barbara Reilly was both enjoyable to work with and helpful in making the book clearer and better. Sharon Chambliss, with whom I have had the pleasure to work on various other projects in the past, took over the editorial oversight of the project as Nancy Roberts moved on to other responsibilities at Prentice Hall.

As I have revised this book for the third and fourth editions, my colleagues and graduate students at SIUE have again been most helpful. Many an idea that has gone into this book is a product of lunchtime discussions with my colleagues in the Department of Sociology, College of Arts and Sciences. I would particularly like to thank graduate students Xhinhe Bi, Cui-Xia Zhang, Harold Ross, and John Cronin for their helpful assistance in revisions for the second edition, and Brenda Thomas, Karen Holtz, David Gorsage, and Craig Hughey for their help with the third edition. I am also grateful to Gina Goodwin for assistance in the compilation and editing of the reference list for the third edition. In the fourth edition, sociology graduate assistant Mary Lytle performed yeoman service in merging together material carried over from the third edition with new material written for the fourth edition, as well as providing valuable proofreading assistance. Most of all, I am grateful for the love and emotional support I have received from my daughter, Megan, through all four editions, and from my wife, Alice, to whom I was married on August 30, 1997.

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