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eveloping Web-Based Depositories of Instructional Materials

**ICPSR AND OTHER
ARCHIVES MAIN-
TAIN DATASETS
THAT ARE WELL-
SUITED FOR USE IN
THE CLASSROOM.**

Teaching modules built upon these datasets help students to learn the methods of the social and behavioral sciences and to use data resources effectively. This article describes two websites that house data-based instructional materials. It also offers helpful information on creating such materials for classroom use.

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Faculty from a variety of social science disciplines in the California State University system have recently created a Web-based Social Sciences Teaching Resources Depository at <http://www.csusbak.edu/ssric/>. Individuals involved in the project are Nan Chico (Sociology), CSU Hayward; JeDon Emenhiser (Government and Politics), CSU Humboldt; Jim Gerber (Economics), San Diego State University; John Korey (Political Science), California State Polytechnic University, Pomona; Ed Nelson (Sociology), CSU Fresno; Elizabeth Nelson (Sociology), CSU Fresno; Jim Ross (Sociology), CSU Bakersfield; Phil Silverman (Anthropology), CSU Bakersfield; and Eugene Turner (Geography), CSU Northridge.

A similar initiative is being undertaken by ICPSR with its Site for Instructional Materials and Information (SIMI). The goal of both of these efforts is to develop depositories of instructional materials for faculty, particularly those teaching research methods and statistics or using quantitative data in substantive courses. Another goal is to have faculty contribute to the depositories.

Inside...

Warren Miller Remembered, by Philip Converse, Leslie Kish, and Merrill Shanks, page 6.

Edward Nelson is Professor of Sociology and Director of the Social Research Laboratory at California State University, Fresno (CSUF). His recent interests focus on developing computer-based instructional materials and developing an applied research laboratory at CSUF.

CSU's Teaching Resources Depository

CSU's depository now has more than 25 instructional datasets ready for downloading as SPSS portable files (and soon they will be available as STATA files).

and background on an important social science topic, a discussion of methods and statistical analysis, and a set of exercises (with a codebook and downloadable datasets) to teach various analytic techniques. (Figure 2 shows the start of the modules section of the depository.) Instructors can use these materials to provide students with practice in univariate and multivariate analysis, starting with basic frequencies and recoding and extending to multiple regression and crosstabulation with control variables.

We hope users will make their own contributions, and there is an online page where they can do so. There is also a set of teaching and research links to various social science websites, and again, we offer users the opportunity to contribute their favorite links. Soon to be added is a collection of syllabi links. Instructors teaching new courses will be able to see what others have done in these classes, and instructors will have the opportunity to submit the Web addresses for their courses.

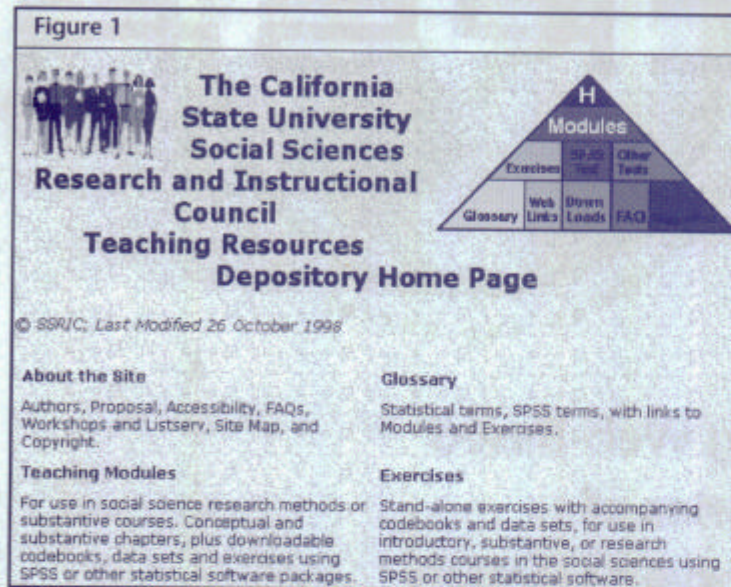
A favorite of many users is the section on "Other Teaching Materials," which currently includes links to a quiz to determine political identity, an interactive Web exercise on balancing the U.S. budget, guidelines for how to write a research paper, and a discussion of what plagiarism is.

We have also created a listserv for those interested in discussing how these materials are used in the classroom, and we are in the process of constructing a page through which instructors can upload their own teaching materials to the website.

There are many ways you can use these materials in your classroom. One of the first things to read (on the "About" page) is the copyright notice. Pretty much anything you want to do with these materials is acceptable, as long as you don't charge money for it! You can download the materials "as is" or adapt them to your own specific needs. You can use materials directly from the website, provide links to them from your online syllabus or class website, or use them for independent and extra credit projects, often with little or no modification.

Please visit the CSU site when you have an hour or so to spare. If you want to email any of the exercise or module authors, see the "About" page for our addresses. Comments or questions about the overall project should go to Ed Nelson, at ednelson@csufresno.edu, and technical questions about the site itself (cgi scripts, html coding, etc.) should go to Jim Ross (jross@csuak.edu) or Nan Chico (nchico@csuhayward.edu).

Figure 1



These data are taken from a wide variety of sources, including the General Social Survey, the National Election Study, the California Field Poll, the 1990 U.S. Census, and the Standard Cross-Cultural Sample. (Figure 1 shows the homepage for the depository.)

The depository also houses codebooks (with the text of the original questions) and exercises ready for classroom use. The exercises focus on hypothesis testing, critical thinking, measurement, analysis of data, and use of the SPSS statistical package. The content covers social issues (e.g., abortion, tolerance, crime), religion, voting, the California initiative process, employment, economic productivity, and trust and confidence in government. Each exercise is associated with keywords that make it easier to search on a particular SPSS procedure, method, statistical technique, or topic.

Six of the datasets have been expanded into complete teaching modules that contain a theoretical perspective

in California (to be completed this year), *California Opinions on Women's Issues—1985 to 1995*, and *Public Opinion on Social Issues, 1975 to 1996*, to be particularly useful. Economists will want to look at *Exploring the Macroeconomy*; political scientists will be interested in *Representation in California's State Legislature*; anthropologists should look at *The Standard Cross-Cultural Sample*.

There is also a hypertext version of an introduction to SPSS (*SPSS for Windows Version 7.5, A Basic Tutorial*, Shaffer et al., 1998). This text takes students through the basic steps of using SPSS, including creating a data file, transformations, and basic statistical procedures. It provides exercises keyed to datasets that can be downloaded from the website. The online version has full-color screen captures and, in combination with an LCD panel, is a handy in-class or in-lab teaching tool.

We have started to build an online glossary that includes both methodologi-

Site for Instructional Materials and Information (SIMI)

SIMI is part of the New Acquisitions Preservation Archive (NAPA) data processing strategy adopted by the ICPSR Council in 1997. NAPA provides for data to be released for member use shortly after acquisition. Data are received, meta-data are created, and information is added to a database that contains information about the entire ICPSR collection. Data are then released quickly with minimal checking. Certain datasets are selected for more intensive processing and released later in their value-added form.

ICPSR has long been a leader in graduate education through its Summer Program in Quantitative Methods. ICPSR datasets have been used as sources for many graduate theses and dissertations and have found their way into the graduate curriculum in many disciplines. The goal of SIMI is to extend this to undergraduate education. Faculty will have the opportunity to submit datasets and other materials that they have developed for their undergraduate (and graduate) classes. These datasets and instructional materials will become part of SIMI, and may be obtained through membership in ICPSR. Thus, SIMI becomes another important reason for belonging to ICPSR, highlighting the value of ICPSR data resources for instruction. Guidelines for submitting materials to SIMI may be found on ICPSR's website, under "Teaching Resources Depository," which is part of the "Other Resources" section.

SIMI will include not only instructional datasets, but also other instructional materials that accompany the datasets. These materials may include exercises for classroom use, information about useful websites, notes to instructors, related publications, and any other information that could be helpful in instruction. The SIMI committee, which is part of ICPSR Council's Archival Development Committee, will review the materials submitted for completeness, workability, copyright clearance, etc.

Examples of Materials in CSU's Depository

A couple of examples from the CSU's depository might help illustrate the types of teaching materials that can be developed. The General Social Survey includes many questions on social issues (e.g., abortion, tolerance, crime, suicide), and many of these were incorporated into the teaching module called *Public Opinions on Social Issues, 1975–1996*. The dataset contains variables from four years—1975, 1982, 1989, and 1996. Two sets of exercises were constructed: one focuses on the 1996 data and emphasizes crosstabulation of two

There is a codebook to accompany the dataset and exercises that involve recoding, crosstabulation, and correlation. For example, students might explore whether trust and confidence in government are related to one's assessment of the nation's economy or one's personal financial situation. Or students may explore the relationship between trust in government and news sources.

The datasets, codebooks, exercises, modules, and other instructional materials may be downloaded and used in many different ways. Faculty may use the entire package or select those parts they want to incorporate into their classes. Faculty are free to modify the materials in ways that make them more applicable

Figure 2

Social Sciences Research and Instructional Council

Teaching Resources Depository: Teaching Modules

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Shortcut Menu: | CENS | CJOE | COWI | MACR | REPR | SCCS | SISE

Purpose and Brief Description of Each Module:

Each of the teaching modules we have created contains:

- a theoretical perspective and background on an important social science topic,
- a discussion of methods used to research the topic,

on bivariate and multivariate analysis (including the elaboration paradigm) and analysis of change over time; statistical material on Chi Square, Gamma, and Cramer's V; a codebook including the text of each question; supplemental instructional materials; and notes to the instructor on how to use the package.

Another example is the Trust in Government study, which is based on a survey conducted by Princeton Survey Associates in 1995. It consists of 47 variables measuring trust, confidence, political participation, efficacy, opinions of the media, and numerous demographic variables. The dataset may be downloaded in the form of an SPSS portable file.

to their classes. All we ask is that new materials be deposited back into the depository so others may benefit.

Constructing Instructional Materials

In the process of creating these materials, we learned a lot about what to do and not do. There are certain characteristics that distinguish "good" instructional materials. First, they must be interesting to students. We have found that interesting materials tend to be current, local or regional, and topical. There are obvious exceptions (e.g., exploring historical pe-

riods such as the Vietnam War during the 60s and 70s), but generally our students tend to be more interested in what is happening now or within the last few years. Our students are particularly interested in regional information. For that reason, state polls such as the California Field Poll are particularly useful since they are conducted several times a year and focus on a particular geographical area. We have also found that constructing materials around topics that many students find interesting (e.g., abortion, political tolerance, trust and confidence) is a useful strategy for grabbing student interest.

Second, good instructional materials need to be manageable in size. Datasets such as the General Social Survey and the American National Election Study have too many variables for introductory students. Intermediate and advanced students may be able to handle large sets of variables, but introductory students do better when they have datasets consisting of a smaller number of variables. This means that we typically selected subsets of variables, rather than using all the variables in the dataset.

Third, good instructional materials are developed from the simple to the more complex. This can occur in several ways. Sometimes we started with broad questions that were discussed in class and that led to hypotheses specifying the relationships we expected to find in the data. Testing these hypotheses was often followed by reformulating the hypotheses and then retesting the revised hypotheses. Another way this can occur is analytically, by proceeding from univariate to bivariate to multivariate analysis while focusing on a particular area of interest.

What do instructors need to do to prepare these materials? First, they need to find datasets that meet their needs. We hope that the listserv we established for our project will provide a mechanism for instructors to communicate with each other and get ideas about possible datasets. The Social Sciences Data Collection website (<http://ssdc.ucsd.edu/>), located at the University of California, San Diego, offers an excellent catalogue of data sources, including many sites with downloadable data, data archives, and searchable catalogues.

We have found that it is also a good idea to prepare a codebook for students that includes not only a list of the variables and values in the dataset, but also the exact wording of each question. Sometimes you may want to include the frequency and/or percent distributions for each variable (or you may want to leave this to the student to generate). A brief description of the sampling procedures should be included, focusing on sampling design, response rates, and weighting procedures.

The typical process of creating instructional datasets would include the following steps:

- Decide on the focus of the dataset.
- Select the variables you want to include in the subset. Instructors will want to consider not only the variables the students need to explore a particular issue, but also the proper mix of categorical and continuous variables for the statistical techniques students will use. Be sure to include any variables the students will need to weight the data.
- Decide if and how you want to recode the variables. There are several options. Students may do all the recoding themselves. This may not be advisable for introductory students unless you want to spend the time showing them how to recode and how to deal with the problems that often occur. You could do all the recoding for the students or you could provide both the unrecoded and the recoded versions in the dataset.
- Decide whether you want to create new variables. You might want to create indices from the variables in the dataset for the students to use in their analysis. For example, there are several questions on tolerance in the General Social Survey which we combined into overall indices. You could provide these new variables for the students or they could do it themselves as an exercise.
- You might want to create a subset of cases for analysis. For example, Marija Norusis, in her introduction to data analysis with SPSS (1997), provides an instructional dataset that includes only the full-time workers in the General Social Survey. This allows students to focus on particular sub-

groups of cases without having to know how to create these subsets. Of course, creating these subsets could also be an exercise.

- You may need to define additional missing values in the data. You will have to decide whether categories such as "don't know" should be initially defined as missing. Students can always change your missing values definitions, but it is important to decide what the initial default set of missing values should be.
- You may want to merge several files to create larger samples. For example, we created a dataset to explore the relationship of religion to other variables and merged the 1994 and 1996 General Social Surveys to create a larger dataset. Both years included many of the same questions on religion and other topics. This will allow the student, for example, to focus on particular religious denominations, which they could not do with a smaller sample.
- Finally, you need to prepare the handouts for the students such as the codebook, the exercises, and any other instructional materials.

Contribute

We encourage you to look at these depositories and provide feedback on what you would like to see in them. We also encourage you to contribute your own materials so that others may take advantage of what you have done. Finally, we hope that this will result in greater communication among instructors on the ways in which we use quantitative data in the classroom.

References

- Norusis, Marija J. *SPSS 7.5 Guide to Data Analysis*. Upper Saddle River, NJ: Prentice Hall, 1997.
- Shaffer, Richard, Edward Nelson, Nan Chico, John L. Korey, Elizabeth Ness Nelson, and James Ross. *SPSS for Windows Version 7.5, A Basic Tutorial*. New York, NY: McGraw Hill, 1998.

Summer Program, 1999

FIRST SESSION

(JUNE 21–JULY 16)

Lectures

Mathematics for Social Scientists I
Mathematics for Social Scientists II
Introduction to Computing
Advanced Topics in Social Research*

Workshops

Quantitative Historical Analysis
Introduction to Statistics and Data Analysis I
Mathematical Models: Game Theory
Introduction to Regression Analysis
Regression Analysis
Multivariate Statistical Methods
Scaling and Dimensional Analysis
Maximum Likelihood Estimation

SECOND SESSION

(JULY 19–AUGUST 13)

Lectures

Nonlinear Systems: Adaptive Systems
Introduction to Computing
Dynamic and Longitudinal Analysis
Matrix Algebra
Advanced Topics in Social Research*

Workshops

Simultaneous Equation Models
Regression Analysis
Time Series Analysis
Mathematical Models: Rational Choice
Introduction to Statistics and Data Analysis II
Categorical Analysis
LISREL Models: General Structural Equations
Advanced Analysis of Variance
Quantitative Analysis of Crime and Criminal Justice
Advanced Maximum Likelihood Estimation
Quantitative Methods and African Studies

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Spatial Analysis/Geographical Information Systems (August 9–13)
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Categorical Data Analysis I (June 7–11)
Categorical Data Analysis II (June 14–18)
Criminal Justice Data: Women and Crime (June 21–25)
Hierarchical Linear Models (July 12–16)
Mental Health Research (July 12–16)
LISREL Models: Introduction (July 26–30)
LISREL Models: Intermediate (August 2–6)
Social Network Analysis (June 28–July 2)
Providing Social Science Data Services (August 2–6)
Latent Growth Curve Analysis (May 21–23: Chapel Hill, NC)
Selection Bias in Aging Studies (June 14–18)

*ADVANCED TOPICS

Resampling Techniques: Jackknife and Bootstrap
Statistical Graphics for Univariate and Bivariate Data
Missing Data Analysis
Data Visualization and Interactive Cluster Analysis
Bayesian Modeling
Nonparametric Regression
Ecological Inference

For a copy of the 1999 ICPSR Summer Program brochure and application, contact:

ICPSR Summer Program, P.O. Box 1248, Ann Arbor, MI 48106-1248, Phone: (734) 998-9888, E-mail: sumprog@icpsr.umich.edu, or consult the Summer Program Website at <http://www.icpsr.umich.edu/sumprog/>

W

arren Miller Remembered

With the death of Warren E. Miller on January 30, 1999, the social science research community lost a great friend and colleague. The founder of ICPSR and its first Executive Director, Warren displayed throughout his life a unique talent for building institutions that survived beyond his direct involvement and continue to prosper. He helped to establish the National Election Studies, the Social Science History Association, and ISR's Center for Political Studies. He was also renowned for his scholarship and published several groundbreaking books on voting behavior.

A memorial service for Warren will be held in Ann Arbor on April 14, 1999. The Miller-Converse Lecture, to be delivered by Larry Bartels, Princeton University, will take place the day before on April 13. For more information about the memorial, contact the Center for Political Studies office at 734-763-1348.

Warren touched many lives. Below are reminiscences by Phil Converse, Leslie Kish, and Merrill Shanks, all of whom were profoundly influenced by Warren and were privileged to witness many of his signal accomplishments in the making.

Philip E. Converse

Phil Converse is Robert Cooley Angell Distinguished University Professor Emeritus of Sociology and Political Science at the University of Michigan and Research Scientist Emeritus at U-M's Institute for Social Research.

My own professional life owes more by far to Warren Miller than to anyone else. In the fall of 1952, when Warren was engrossed in his first election study, a chance encounter with him gave me my first real sense of professional direction. He went out of his way to recruit me into the trade, giving me entirely sage counsel about my upcoming doctoral studies. With these studies largely completed early in 1956, I found a paid staff position with the new presidential election study. Soon I was having the time of my life.

Warren's knack for growing people and careers was rivalled only by his knack for growing larger institutions. One of these efforts, and certainly among the most difficult and ambitious, was his creation of the Inter-university Consortium for Political Research. I was trying to be a constructive junior lieutenant throughout that period, and my memories of this creation are vivid.

Let's clarify the problem to which Warren devised such an inspired answer. Before I joined up, efforts to cultivate

contacts in the political science profession were under way. In 1954, the Social Science Research Council had sent a group of promising "Young Turks" of the new "political behavior" movement to a summer seminar in Ann Arbor, for hands-on experience sorting punched cards in secondary analyses of the 1952 study, all under Warren's tutelage. There was, of course, a new ethic aborning here, to which Warren and Angus Campbell were both dedicated: although our staff had spent hundreds of hours executing the study, the data were not our private property to be shielded from outside poachers. They were a public good.



Warren was honored at the 25th Anniversary Meeting of ICPSR Official Representatives in November 1987.

Later on, the 1954 seminarians wanted new data from the small 1954 election study, and then from 1956 as well. These requests for both punched cards and special-purpose tabulations soon grew from a trickle to a torrent. Drain on staff time became a serious problem, threatening our own grant-supported research progress. What was to be done? Warren's vision was a system whereby scholars from other universities could exploit these data through a subscription system to cover dissemination costs.

This was easier said than done. The elders rapidly warned Warren that the odds of deans at other universities agreeing to shift any of their own monies to the University of Michigan were low. But he sold the idea to a set of top political scientists at the greatest research universities—a group convened as "the Committee of Eight"—whose high credit and good offices with their home universities could start the ball rolling. Even so, it was not easy: Warren soon realized that he would have to go on the road, at major sacrifice to his personal research agenda, if the effort were to succeed. But he was convinced it was the right thing to do. I remember his calculating that in the peak organizational year, he had been away from Ann Arbor 120 workdays.

Few institutions have been so completely the lengthening shadow of one remarkable gentleman and scholar.

Leslie Kish

Leslie Kish is Professor Emeritus of Sociology at the University of Michigan and Research Scientist Emeritus at U-M's Institute for Social Research.

Warren Miller joined our Survey Research Center in 1951, and he took my summer course in sampling soon thereafter. We have been in frequent contact ever since, and I write this entirely from memory.

Warren was so good in my class, though he had less maths than others, that I tried to recruit him into sampling. But Angus Campbell, who recruited both Warren and Phil Converse, had other plans for both, and they all agreed on them. Did they know already that they were going to revolutionize election studies one day and even the field of political science? Warren clearly had that "vision thing," and ten years after taking our Summer Session in Survey Techniques he founded the even larger ICPSR in 1962.

That same creative intelligence, enthusiasm, and courage Warren showed for 40 years of his collaboration within our Institute and outside also. He would initiate ideas and methods with his creative way of posing problems. One such problem was how to use efficiently a sample of n for year (y) also in year ($y+2$) so that we would have both a panel and each of the current years for comparisons. The answer was that by following up the movers (about 18 percent), for a sample of size of $n(1.18)$ we could have all three samples. There were other innovations in survey methods that he helped to create, and it was always a pleasure to collaborate with Warren.

Warren left for Arizona State University in 1982, because he generously followed his new wife, Ruth Jones, to wherever she found an optimal position. Otherwise, he should have become ISR Director, in my estimation.

Warren was an avid member of our (almost) pioneering paddleball players group (now racquetball). His high school sprinting speed showed there as



Warren with Donald Stokes in November 1987.

well as on the tennis courts. He was a keen competitor who made it a joy to either win or lose and was always upbeat. He loved his Jack Daniels and his steaks, in that order, and we always had dinner, usually at the Old German, when he came to Ann Arbor from Scottsdale. When I visited there a week for AAPOR in 1992 Warren and Ruth gallantly took us for our first tour of the Grand Canyon, and he was a great guide and host. We ate together for the last time when he visited here in 1998 for the ISR 50th Anniversary celebration, with his son Jeffrey.

Merrill Shanks

Merrill Shanks is Professor of Political Science at the University of California, Berkeley, where he also directs the Computer-assisted Survey Methods Program.

As noted above, Warren Miller created the Consortium in 1962, based on a series of bilateral agreements between the Political Behavior Program at Michigan's Survey Research Center and re-

search organizations or academic departments at other universities. The original objectives of that initiative were fairly modest in comparison with the scope of current ICPSR activities and membership. Those of us who joined the staff in that first year were told that the Consortium would be seen as successful if as many as 20 other universities became continuing members. The initial purpose for annual membership fees was to cover the costs of "cleaning up" the data and documentation for the "Michigan election surveys" and a small number of other well-known studies, and to help scholars at other institutions use those materials.

Within a year, however, membership in the Consortium simply took off. With his co-authors from *The American Voter* (1960), Don Stokes, Phil Converse, and Angus Campbell, Warren combined the Consortium's growing archive of survey data with a popular summer program in quantitative methods and began to develop an archive of historical materials based on aggregate election returns and census data. Based on this combination, the initial cluster of cooperating universities quickly grew to several dozen, then over a hundred, well on its way toward the current international and interdisciplinary organization.

In 1970, Warren stepped down as the Executive Director of the Consortium in order to lead the new Center for Political Studies, which included the Consortium, the next national election surveys, and several other projects directed by colleagues at Michigan and elsewhere. Since that change, however, Warren maintained a very strong commitment to the Consortium and its future, and he served as an Associate Director until his death.

Richard Rockwell suggested I prepare this statement because I have worked closely with Warren as his co-author since the early 1980s, and because I was familiar with Warren's role during the early years of the Consortium. As Warren's collaborator, it was always clear that I had a great deal of company, for he was seen as an ally or partner by an astonishing number of



Warren with ICPSR Associate Director Heinz Eulau (Stanford University) at ISR's 50th Anniversary Celebration in October 1998.

other social scientists. This pattern was evident from the first meetings of the Consortium's Official Representatives and continued with the Council when the number of member institutions became too large for small group interaction. To those of us who joined the staff of this new organization, it was clear that most of the representatives from the other universities involved were already colleagues of Warren's and that they shared a variety of common substantive and methodological objectives.

In working with Ann Robinson, Raburn Howland, and others in the Consortium office, I also learned that many of the Consortium's relationships with other universities were the result of repeated communications and personal visits by Warren to those campuses. Through continuing correspondence and travel on a scale that will almost certainly not be repeated, Warren initiated collegial and cooperative relationships with researchers in a very large number of colleges and universities. The early Consortium was very substantially guided by those relationships, and all of the Consortium's projects were designed to maximize the scope of participation and collaboration within those institutions, on a national and international basis.

support the broadest possible range of analytic objectives, while preserving continuity (and comparability) with data from all of the previous surveys in that series. In the electoral field, comprehensive agreement of that sort has been very difficult to reach and sustain, and Warren had to use all of his skills to overcome a variety of disagreements concerning basic design and measurement for all NES surveys from 1978 through 1992.

My collaboration with Warren began in 1981, and it soon revealed the same kinds of qualities that I had observed in his interactions with other social scientists concerning the Consortium and NES. He often began discussions concerning a new topic by expressing general support or agreement with his colleague's (or my) point of view, but his subsequent comments would reveal doubts or concerns based on a remarkable range of perspectives or concerns. Warren's approach to any problem or issue illustrated a truly unique combination of curiosity, patience, determination, and a pervasive recognition of the many contributions of previous research by other scholars. Warren and I liked to disagree with each other, and to pursue a given issue or problem until we agreed completely, or until we could both see why our differ-

In the early 1970's, Warren used the same inclusive approach to create the National Election Studies (NES). The key to success of that complex venture was, and still is, the development of widespread support within the electoral research community for an overall design and a comprehensive set of measurement objectives that can

ent points of view arose and could coexist. Getting there was always more fun than editing the resulting manuscript, but Warren was also an intensely committed partner in those less interesting aspects of our work. It was, simply, a privilege and a great pleasure to work with him.

Warren's many contributions to the study of electoral behavior have already been discussed in other settings and will no doubt be emphasized again in the coming months. One such summary may be worth mentioning in this context. In 1992, several of Warren's colleagues participated in a festschrift for him, which resulted in *Elections at Home and Abroad: Essays in Honor of Warren E. Miller* (University of Michigan Press, 1994). The first chapter of that book (edited by Jennings and Mann, who also organized the festschrift), identifies the many ways in which Warren's own research has influenced election studies in the United States and several other countries, including his long-standing interest in linkages between voters' attitudes and preferences and the actions of their elected representatives.

Warren was an active and productive scholar until the final weeks of his life. Shortly before his death, he received notification that his paper on "The Other Dimension: Dynamic Constraint in American Public Opinion" had been accepted for publication, and he had recently completed his editing for *Policy Representation in Western Democracies* (Oxford University Press, forthcoming in 1999) with colleagues from France, Germany, the Netherlands, and Sweden. This spring, I had planned to work with Warren in Arizona in order to complete our essay on the 1996 presidential election. Unfortunately, that manuscript will be completed without his final criticism and editorial touch.

I miss Warren as a friend and colleague, and my life just won't be the same without him. In the past week, I have also thought about the many ways in which he had an impact on my career. In that respect, I know I have a great deal of company.

A

dditions to holdings

British General Election Cross-Section Survey, 1997 — A. Heath, R. Jowell, J.K. Curtice, and P. Norris (ICPSR 2615)

British General Election Panel Survey, 1992–1997 — A. Heath, R. Jowell, and J.K. Curtice (ICPSR 2616)

British General Election Study: Campaign Panel, 1997 — A. Heath, R. Jowell, J.K. Curtice, and P. Norris (ICPSR 2619)

British General Election Study: Scottish Election Survey, 1997 — D. McCrone, A. Brown, P. Surridge, and K. Thomson (ICPSR 2617)

CBS News Call-Back Poll, August 1998 — CBS News (ICPSR 2603)

CBS News Call-Back Poll, September 1998 — CBS News (ICPSR 2610)

CBS News Monthly Poll #2, July 1998 — CBS News (ICPSR 2602)

CBS News Monthly Poll #1, August 1998 — CBS News (ICPSR 2604)

CBS News Monthly Poll #3, September 1998 — CBS News (ICPSR 2609)

CBS News/New York Times Monthly Poll #1, July 1998 — CBS News/*The New York Times* (ICPSR 2601)

CBS News/New York Times Monthly Poll #3, August 1998 — CBS News/*The New York Times* (ICPSR 2606)

CBS News/New York Times Monthly Poll #1, September 1998 — CBS News/*The New York Times* (ICPSR 2607)

CBS News/New York Times Monthly Poll #2, September 1998 — CBS News/*The New York Times* (ICPSR 2608)

CBS News/New York Times Monthly Poll #4, September 1998 — CBS News/*The New York Times* (ICPSR 2611)

Canadian Election Survey, 1997 — Andre Blais, Elisabeth Gidengil, Richard Nadeau, and Neil Nevitte (ICPSR 2593)

China Housing Survey, 1993 — John R. Logan and Yanjie Bian (ICPSR 2571)

Controlling Victimization in Schools: Effective Discipline and Control Strategies in a County in Ohio, 1994 — Steven P. Lab and Richard D. Clark (ICPSR 2587)

Crime Changes in Baltimore, 1970–1994 — Ralph B. Taylor (ICPSR 2352)

Criminal Careers, Criminal Violence, and Substance Abuse in California, 1963–1983 — Ernst Wenk (ICPSR 9964)

Current Population Survey, 1998: Annual Demographic File — United States Department of Commerce. Bureau of the Census (ICPSR 2573)

Current Population Survey, February 1998: Displaced Workers and Employee Tenure — United States Department of Commerce. Bureau of the Census (ICPSR 2574)

Employee Stock Ownership Plans, 1982–1991: [United States] — Eric S. Sheppard and Stephen J. Smela (ICPSR 2600)

Eurobarometer 43.0 and 43.1: Drug Abuse and AIDS, March–May 1995 — Karlheinz Reif and Eric Marlier (ICPSR 6661)

Eurobarometer 44.3OVR: Employment, Unemployment, and Gender Equality, February–April 1996 — Karlheinz Reif and Eric Marlier (ICPSR 2443)

NEW AT ICPSR

British General Election Panel Survey, 1992–1997 — A. Heath, R. Jowell, and J.K. Curtice (ICPSR 2616)

The 1992–1997 British Election Panel Survey contacted a sample of registered British electors a total of eight times, the first wave being just after the April 1992 general election and the final wave just after the May 1997 general election. The aim of the study was to investigate individual-level stability and change in political attitudes, economic and social circumstances, and voting behavior over the lifetime of the 1992–1997 Parliament. A wave of data collection was carried out each spring, immediately following the general elections (1992, 1997), local government elections (1993, 1995, 1996), and European Parliament elections (1994). In addition, there were two autumn waves, in 1995 and 1996, both following the party conference season.

These data were provided to the Consortium by the Economic and Social Research Council (ESRC) Archive, University of Essex, England. The data are disseminated, under an agreement with the ESRC, exactly as they were received without modification by ICPSR. This agreement also provides that ICPSR will disseminate the data only for use within its member institutions, and that additional copies of the documentation must be obtained from the ESRC.

NEW AT ICPSR

China Housing Survey, 1993 —

John R. Logan and Yanjie Bian

(ICPSR 2571)

These data, collected in Shanghai and Tianjin, China, in 1993, describe respondents' housing conditions and residential history as well as family composition and family relations, work and work history, and neighbor relations and neighborhood conditions. The unit of analysis is households, of which 2,096 participated: 1,054 in Shanghai and 1,042 in Tianjin. The survey elicited information on length of stay and frequency of moves, physical style of housing and organization of housing space, accessibility of utilities, amount of rent/payment and work unit subsidies, strategies for obtaining better housing, and neighborhood support networks. Other items covered income, job opportunity, housing allocation, collective welfare programs, employee training programs, relationship with others in work unit and work unit leader, membership in the Communist party and the Youth League, and number of job changes. Background information on respondents includes age, ethnicity, sex, religion, education, number of siblings, number of parents living, marital status, number of children, health conditions, household income, employment status, political affiliation, occupation, number of employees in work unit, and division of housework within the household.

Additions to Holdings, continued

Higher Education General Information Survey (HEGIS), 1970–1971 Through 1971–1972: College and University Libraries — United States Department of Education. National Center for Education Statistics (ICPSR 2113)

Higher Education General Information Survey (HEGIS), 1968: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2056)

Higher Education General Information Survey (HEGIS), 1969: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2057)

Higher Education General Information Survey (HEGIS), 1970: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2058)

Higher Education General Information Survey (HEGIS), 1971: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2059)

Higher Education General Information Survey (HEGIS), 1972: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2060)

Higher Education General Information Survey (HEGIS), 1973: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2061)

Higher Education General Information Survey (HEGIS), 1974: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2062)

Higher Education General Information Survey (HEGIS), 1975: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2063)

Higher Education General Information Survey (HEGIS), 1977: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2065)

Higher Education General Information Survey (HEGIS), 1978: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2066)

Higher Education General Information Survey (HEGIS), 1979: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2067)

Higher Education General Information Survey (HEGIS), 1980: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2068)

Higher Education General Information Survey (HEGIS), 1981: Fall Enrollment — United States Department of Education. National Center for Education Statistics (ICPSR 2069)

Higher Education General Information Survey (HEGIS), 1968–1969: Financial Statistics — United States Department of Education. National Center for Education Statistics (ICPSR 2094)

Higher Education General Information Survey (HEGIS), 1969–1970: Financial Statistics — United States Department of Education. National Center for Education Statistics (ICPSR 2095)

Higher Education General Information Survey (HEGIS), 1970–1971: Financial Statistics — United States Department of Education. National Center for Education Statistics (ICPSR 2096)

Higher Education General Information Survey (HEGIS), 1971–1972: Financial Statistics — United States Department of Education. National Center for Education Statistics (ICPSR 2097)

Higher Education General Information Survey (HEGIS), 1972–1973: Financial Statistics — United States Department of Education. National Center for Education Statistics (ICPSR 2098)

Higher Education General Information Survey (HEGIS), 1973–1974: Financial Statistics — United States Department of Education. National Center for Education Statistics (ICPSR 2099)

Higher Education General Information Survey (HEGIS), 1970–1971: Institutional Characteristics — United States Department of Education. National Center for Education Statistics (ICPSR 2111)

Higher Education General Information Survey (HEGIS), 1972–1973: Institutional Characteristics — United States Department of Education. National Center for Education Statistics (ICPSR 2042)

Higher Education General Information Survey (HEGIS), 1973–1974: Institutional Characteristics — United States Department of Education. National Center for Education Statistics (ICPSR 2043)

Higher Education General Information Survey (HEGIS), 1974–1975: Institutional Characteristics — United States Department of Education. National Center for Education Statistics (ICPSR 2044)

Higher Education General Information Survey (HEGIS), 1980–1981: Salaries, Tenure, and Fringe Benefits of Full-Time Faculty — United States Department of Education. National Center for Education Statistics (ICPSR 2199)

Higher Education General Information Survey (HEGIS), 1981–1982: Salaries, Tenure, and Fringe Benefits of Full-Time Faculty — United States Department of Education. National Center for Education Statistics (ICPSR 2202)

Higher Education General Information Survey (HEGIS), 1984–1985: Salaries, Tenure, and Fringe Benefits of Full-Time Faculty — United States Department of Education. National Center for Education Statistics (ICPSR 2203)

Higher Education General Information Survey (HEGIS), 1985–1986: Salaries, Tenure, and Fringe Benefits of Full-Time Faculty — United States Department of Education. National Center for Education Statistics (ICPSR 2204)

Improving the Decision-Making Skills of Secondary School Students, 1992–1993: [Eugene, Oregon] — Robin Gregory (ICPSR 2361)

Lectures and Seminars in German Universities on the Sciences of State, 1820–1914 — David Lindenfeld (ICPSR 2515)

National Ambulatory Medical Care Survey, 1995 — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2354)

National Ambulatory Medical Care Survey, 1996 — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2355)

National Corrections Reporting Program, 1996: [United States] — United States Department of Justice. Bureau of Justice Statistics (ICPSR 2448)

NEW AT ICPSR

Current Population Survey, 1998: Annual Demographic File — United States Department of Commerce. Bureau of the Census (ICPSR 2573)

This data collection supplies standard monthly labor force data as well as supplemental data on work experience, income, noncash benefits, and migration. Comprehensive information is given on the employment status, occupation, and industry of persons 15 years old and older. Additional data are available concerning weeks worked and hours per week worked, reason not working full-time, total income and income components, and residence on March 1, 1997. This file also contains data covering noncash income sources such as food stamps, school lunch programs, employer-provided group health insurance plans, employer-provided pension plans, personal health insurance, Medicaid, Medicare, CHAMPUS or military health care, and energy assistance. Information on demographic characteristics, such as age, sex, race, household relationships, and Hispanic origin, is available for each person in the household enumerated.

NEW AT ICPSR

Eurobarometer 44.3OVR: Employment, Unemployment, and Gender Equality, February–April 1996 —

Karlheinz Reif and Eric Marlier
(ICPSR 2443)

For this collection, data from Eurobarometer 44.3: Health Care Issues and Public Security, February–April 1996 (ICPSR 6752) were merged with an oversample. The oversample consisted of an additional number (approximately 300 per country) of unemployed persons and full-time housewives/husbands, aged 15 and over. Respondents who were employed or self-employed were asked questions concerning their job titles, the ratio of women to men holding the same title, the type of organizations for which they worked, the number of hours worked, and the circumstances under which they would reduce their hours or take unpaid leave. Employed and self-employed respondents were also asked about the pay, training, skill level, variety, amount, pressure, and interest involved in their work. Non-self-employed workers provided additional information regarding their level of involvement in decisions that affected their jobs, existence of promotional opportunities, indices of pay raises or dismissal, likelihood of leaving their jobs, and commitment to their current employers. Questions posed to unemployed respondents covered how long they had been unemployed, their former occupation, reasons for leaving their last position, and whether they had received any compensation. They were also asked if they were looking for a job, what approaches they used to find a job, the amount of time spent looking for a job, whether they would consider a position with different skills, a lower level of skills, worse physical conditions, or different hours, or if they would relocate. These respondents also indicated whether they had experienced boredom, depression, family tensions, loss of self-confidence, not enough money, increased difficulty in rearing children, or lack of contact with people as a result of being unemployed. All respondents were asked questions concerning gender equality. Respondents were asked to assess the current work situation for women with respect to wages, job security, promotional opportunities, and the number and variety of jobs available.

Additions to Holdings, continued

National Health Interview Survey, 1994: Second Supplement on Aging — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2563)

National Health Interview Survey on Disability, 1994: Phase I, Person and Condition Data — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2562)

National Health Interview Survey on Disability, 1994: Phase II, Adult Followback — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2568)

National Health Interview Survey on Disability, 1994: Phase II, Child Followback — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2567)

National Hospital Ambulatory Medical Care Survey, 1995 — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2422)

National Hospital Ambulatory Medical Care Survey, 1996 — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2365)

National Prosecutors Survey, 1996 — United States Department of Justice. Bureau of Justice Statistics (ICPSR 2433)

National Survey of Self-Care and Aging: Follow-Up, 1994 — Gordon H. DeFries and Jean E. Kincade Norburn (ICPSR 2592)

Patterns in the Bankruptcy Reorganization of Large, Publicly Held Companies, 1979–1988: [United States] — Lynn M. LoPucki and William C. Whitford (ICPSR 2555)

School Culture, Climate, and Violence: Safety in Middle Schools of the Philadelphia Public School System, 1990–1994 — Wayne N. Welsh, Patricia H. Jenkins, and Jack R. Greene (ICPSR 2026)

Science and Technology-Based Economic Development Programs [United States]: A Study of Evaluation Efforts, 1996 — Julia Melkers and Susan Cozzens (ICPSR 2591)

Social Weather Stations Survey [Philippines]: Quarter I, 1995 — Social Weather Stations (ICPSR 2367)

Social Weather Stations Survey [Philippines]: Quarter II, 1995 — Social Weather Stations (ICPSR 2405)

Survey of Income and Program Participation (SIPP) 1993 Panel, Longitudinal File — United States Department of Commerce. Bureau of the Census (ICPSR 2421)

Uniform Crime Reports: Monthly Weapon-Specific Crime and Arrest Time Series, 1975–1993 [National, State, and 12-City Data] — Susan M. Carlson (ICPSR 6792)

Violent Incidents Among Selected Public School Students in Two Large Cities of the South and the Southern Midwest, 1995: [United States] — Daniel Lockwood (ICPSR 2027)

Washington Post 1996 Politics Poll, Wave 1, September 1996 — The Washington Post (ICPSR 2164)

R

evisions/Updates

ABC News/Washington Post Race and Crime Poll, June 1997 — ABC News/*The Washington Post* (ICPSR 2492)

Aging of Veterans of the Union Army: Military, Pension, and Medical Records, 1820–1940 — Robert W. Fogel *et al.* (ICPSR 6837)

Aging of Veterans of the Union Army: United States Federal Census Records, 1850, 1860, 1900, 1910 — Robert W. Fogel *et al.* (ICPSR 6836)

Census of Population and Housing, 1990 [United States]: Summary Tape File 2A — United States Department of Commerce. Bureau of the Census (ICPSR 9770)

Current Population Survey, June 1995: Fertility and Marital History Supplement — United States Department of Commerce. Bureau of the Census (ICPSR 2281)

Established Populations for Epidemiologic Studies of the Elderly, 1981–1993: [East Boston, Massachusetts, Iowa and Washington Counties, Iowa, New Haven, Connecticut, and North Central North Carolina] — James O. Taylor, Robert B. Wallace, Adrian M. Ostfeld, and Dan G. Blazer (ICPSR 9915)

Euro-Barometer 34.0: Perceptions of the European Community, and Employment Patterns and Child Rearing, October–November 1990 — Karlheinz Reif and Anna Melich (ICPSR 9576)

Euro-Barometer 35.0: Foreign Relations, the Common Agricultural Policy, and Environmental Concerns, Spring 1991 — Karlheinz Reif and Anna Melich (ICPSR 9697)

Eurobarometer 44.1: Education and Training Throughout Life and the Common European Currency, November–December 1995 — Karlheinz Reif and Eric Marlier (ICPSR 6723)

Eurobarometer 46.0: Personal Health, Energy, Development Aid, and the Common European Currency, October–November 1996 — Anna Melich (ICPSR 6939)

Eurobarometer 46.1: Modern Biotechnology, Privacy on Computer Networks, and the Common European Currency, October–November 1996 — Anna Melich (ICPSR 6940)

First Malaysian Family Life Survey, 1976–1977 — William Butz and Julie DaVanzo (ICPSR 6170)

Higher Education Finance, 1976 — United States Department of Education. National Center for Education Statistics (ICPSR 7649)

Higher Education Opening Fall Enrollment, 1976 — United States Department of Education. National Center for Education Statistics (ICPSR 7650)

Immigrants Admitted to the United States, 1983 — United States Department of Justice. Immigration and Naturalization Service (ICPSR 8963)

Longitudinal Study of Biosocial Factors Related to Crime and Delinquency, 1959–1962: [Pennsylvania] — Deborah W. Denno (ICPSR 8928)

National Education Longitudinal Study: Base Year Through Third Follow-Up, 1988–1994 — United States Department of Education. National Center for Education Statistics (ICPSR 6961)

NEW AT ICPSR

National Health Interview Survey, 1994: Second Supplement on Aging — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2563)

The National Health Interview Survey, 1994: Second Supplement on Aging (SOA II), conducted approximately 10 years after the original SOA (see *National Health Interview Survey, 1984* [ICPSR 8659], Parts 6 and 7), had four specific aims. The first was to provide a replication of the first SOA to determine whether changes had occurred in the level of disability among older persons between 1984 and the mid-1990s. The second aim was to elicit information on the causes and correlates of changes in health and functioning in older Americans, including background demographic characteristics, health behaviors, and attitudes; preexisting illness; and social and environmental support. The third was to describe the sequence and consequences of health events, including utilization of health care and services for assisted community living, on the physiological consequences of disability such as pain and fatigue, on social consequences such as changes in social activities, living arrangements, social support, and use of community services, and on the deployment of assisted living strategies and accessibility of technological and environmental adaptations. The final aim was to serve as the baseline for another national longitudinal study focusing on older Americans, the *Second Longitudinal Study of Aging (LSOA II)* (for the first LSOA, see *National Health Interview Survey: Longitudinal Study of Aging, 70 Years and Over, 1984–1990* [ICPSR 8719]).

NEW AT ICPSR

Violent Incidents Among Selected Public School Students in Two Large Cities of the South and the Southern Midwest, 1995:

[United States] — Daniel Lockwood (ICPSR 2027)

This study of violent incidents among middle- and high-school students focused not only on the types and frequency of these incidents, but also on their dynamics — the locations, the opening moves, the relationship between the disputants, the goals and justifications of the aggressor, the role of third parties, and other factors. For this study, violence was defined as an act carried out with the intention, or perceived intention, of physically injuring another person, and the "opening move" was defined as the action of a respondent, antagonist, or third party that was viewed as beginning the violent incident. Data were obtained from interviews with 70 boys and 40 girls who attended public schools with populations that had high rates of violence. About half of the students came from a middle school in an economically disadvantaged African-American section of a large southern city. The neighborhood the school served, which included a public housing project, had some of the country's highest rates of reported violent crime. The other half of the sample were volunteers from an alternative high school attended by students who had committed serious violations of school rules, largely involving illegal drugs, possession of handguns, or fighting. Many students in this high school, which is located in a large city in the southern part of the Midwest, came from high-crime areas, including public housing communities. The interviews were open-ended, with the students encouraged to speak at length about any violent incidents in school, at home, or in the neighborhood in which they had been involved. The 110 interviews yielded 250 incidents. The interview transcripts were then reduced to a quantitative database with the incident as the unit of analysis. Incidents were diagrammed, and events in each sequence were coded and grouped to show the typical patterns and sub-patterns in the interactions.

Revisions/Updates, continued

Treatment Episode Data Set (TEDS), 1992 — United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies (ICPSR 2184)

Treatment Episode Data Set (TEDS), 1993 — United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies (ICPSR 2185)

Treatment Episode Data Set (TEDS), 1994 — United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies (ICPSR 2186)

Treatment Episode Data Set (TEDS), 1995 — United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies (ICPSR 2187)

United States Congressional Roll Call Voting Records, 1789–1996 — Inter-university Consortium for Political and Social Research and Congressional Quarterly, Inc. (ICPSR 0004)

Washington, DC, Metropolitan Area Drug Study (DC*MADS), 1991: Household and Nonhousehold Populations — United States Department of Health and Human Services. National Institute on Drug Abuse (ICPSR 2155)

Publication-Related Archive

Statistical Model for Multiparty Electoral Data — Jonathan Katz and Gary King (ICPSR 1190)

CD-ROMS

American National Election Studies, 1948–1997 (ICPSR 2536) [CD0029]

National Corrections Reporting Program, 1995: [United States] (ICPSR 2017) [CD0025]

A nnouncements

ANES 1996 Errata

A user has reported to ICPSR and the National Election Study staff has verified that four labels in the **American National Election Study, 1996: Pre- and Post-Election Survey** (ICPSR 6896) are mislabeled. This impacts the codebook and the SAS and SPSS data definition statements in the study and appears in all releases of the data, including the version on the CD-ROM **American National Election Studies, 1948–1997** (ICPSR 2536), CD0029.

Corrections are being made to the documentation and the data definition statements and the corrected copies will be available for downloading under study 6896 on the ICPSR website. The corrections are as follows:

Documentation for V961114–961115 (Clinton gets things done) and V961116–961117 (Dole moral) were switched in all three releases of the 1996 data. Users should amend their SAS and SPSS data definition statement files and numbering in the 1996 codebook accordingly. The correct SAS and SPSS variable labels are:

V961114 = "96PO: Trait: Dole—moral"
V961115 = "96PO: Certain of Dole—moral"
V961116 = "96PO: Trait: Clinton—gets things done"
V961117 = "96PO: Certain Clinton gets things done"

Meeting of ORs Scheduled

The next Biennial Meeting of ICPSR Official Representatives (ORs) will take place October 14–17, 1999, in Ann Arbor, Michigan, on the University of Michigan campus. All ORs—particularly those

new to the position—are encouraged to attend the meeting.

As in past years, the program will offer sessions on a wide variety of topics of interest to social science researchers and data professionals. Suggestions for specific sessions are welcomed; please contact a member of the Program Committee, listed below, with proposals.

- **Wendy Watkins**, Chair, Carleton University (wwatkins@ccs.carleton.ca)
- **Diane Geraci**, State University of New York, Binghamton (dgeraci@library.lib.binghamton.edu)
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IASIST/CAPDU 1999 Meeting Announced

The 1999 joint conference of the International Association for Social Science Information Service and Technology (IASIST) and the Canadian Association of Public Data Users (CAPDU) will be held at the University of Toronto on May 17–21, 1999. For details on the conference, consult the meeting website at: <http://www.yorku.ca/org/iasist/>.

This year's theme is "Building Bridges, Breaking Barriers: The Future of Data in the Global Network." The meeting will focus on the partnerships needed to provide open access to data using network technology.

Invited plenary speakers include Katherine Wallman (U.S. Office of Management and Budget), Ray Ryan (Stat-

tics Canada), Antonio Puig (Instituto Nacional de Estadística Geografía e Informática), Hermann Habermann (United Nations Statistics Division), Stephen Fienberg (Carnegie Mellon University), Tom Smith (General Social Survey), and Phil Agre (University of California, Los Angeles).

IASIST conferences bring together professionals who are engaged in the creation, acquisition, processing, documentation, maintenance, distribution, preservation, and analysis of computerized social science data. CAPDU is composed of users who are concerned about public access to data for the purposes of research and policy analysis. The complementary and overlapping interests of these two organizations provide a rich spectrum of expertise in which to explore new ideas and solutions to problems.

The conference will open with CAPDU meetings on Sunday, May 16, followed by joint workshops on Monday the 17th and Tuesday, May 18th. May 19th through the 21st will consist of three days of plenaries, sessions, panels, and social events. The Conference sessions will be held on the campus of the University of Toronto. Some hotel accommodations are within comfortable walking distance of the conference site; University residence accommodations will also be available. A post-conference excursion to Niagara Falls is being planned for Saturday, May 22nd.

Additional information can be found at the following websites:

IASIST/CAPDU '99:

<http://www.yorku.ca/org/iasist/>

IASIST:

<http://datalib.library.ualberta.ca/iasist/>

CAPDU:

<http://www.sscl.uwo.ca/assoc/capdu/>



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ICPSR BULLETIN SPRING 1999 — VOL. XIX, NO. 3

The Inter-university Consortium for Political and Social Research (ICPSR), located at the Institute for Social Research in Ann Arbor, is the world's largest repository of computer-readable social science data. For over 35 years, the Consortium has served the social science community by acquiring, processing, and distributing data collections on a broad range of topics. Researchers at the Consortium's member institutions may obtain any of these data collections at no charge; researchers at nonmember institutions may also use the data, after paying an access fee. To find out more about ICPSR's holdings or about a specific data collection, access the ICPSR Website at the URL: <http://www.icpsr.umich.edu>.

The *ICPSR Bulletin* is published four times during each academic year to inform Official Representatives at the member campuses, ICPSR Council members, and other interested scholars of activities occurring at ICPSR and at other member institutions and to list the data collections most recently released or updated by ICPSR. For subscription information, contact the Editor.

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