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ummer Program in Quantitative Methods: A Gateway to Knowledge

William P. Hobby, Rice University
Dieter Burrell, ICPSR
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ICPSR HAS BEEN OFFERING EDUCATIONAL OPPORTUNITIES THROUGH THE SUMMER PROGRAM since 1963, when the first cohort of 82 participants arrived in Ann Arbor for intensive training in quantitative methods. Thirty-eight years later, the Program continues to provide quality instruction and an impressive range of course options.



In the following pages, we present three perspectives on the ICPSR Summer Program in Quantitative Methods of Social Research, each designed to provide a slightly different take on the Summer Program experience. Bill Hobby was kind enough to share with us his perspective on being a participant over the last several years in the ICPSR Summer Program. Dieter Burrell, representing the academic staff, contributes his thoughts on the Program curriculum. Finally David Merchant, from the administrative staff, provides some insights on the “informal” aspects of the Program, the University of Michigan campus, and the town of Ann Arbor. Together, these three essays provide a relatively comprehensive overview of what it is like to be a participant in the Summer Program. We hope that you and your colleagues will join with us in this enriching educational experience.

—Hank Heitowit, Director
ICPSR Summer Program

William P. Hobby is former Lt. Governor of Texas, former President and Executive Editor of the *Houston Post*, and also served as Chancellor of the University of Houston. He is currently Radoslav Tsanoff Professor of Public Affairs at Rice University. **Dieter Burrell** is the Assistant Director of the Summer Program, and **David Merchant** is Administrative Assistant to the Program.

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ext year in Ann Arbor, or $\hat{B} = (X'X)^{-1}X'Y$

So you're going to spend a month in Ann Arbor learning some quantitative skills. Great! You couldn't have made a better decision.

The instruction is superb. Hank Heitowit, the director of the ICPSR Summer Program, likes to say that he has the best job in higher education. He has the pick of the best teachers of mathematics, statistics, the political and social sciences, history, and related disciplines in the country — and no tenure problems to deal with.

Many faculty members have been teaching in the Program for ten years and more. They are excellent teachers inside the classroom and out. They are readily accessible to the participants and generous with their

time. They also have able teaching assistants who can help you a lot.

The computer labs are superbly equipped and just as superbly staffed by lab assistants who somehow seem to know all the statistical programs used by the various instructors. In short, the whole environment, including the climate, is ideal for learning (though I hate to miss all the 100+° days in Texas).

You are going to work as hard as you ever have. The workshops cram a full semester of work into four weeks of daily two-hour classes.

I wouldn't advise going to the Program if you don't know a spreadsheet from a word processor, but if you're just a little rusty — don't worry. Mike Hawthorne teaches an Introduc-

tion to Computing course that will solve your problems.

A little rusty on the math? Don't worry. Jim Dowdy teaches a course that will bring the calculus and matrix algebra that you have forgotten since you were a sophomore right back to you!

Most students take two workshops (courses). The "service" courses taught by Jim Dowdy and Mike Hawthorne are sandwiched in between. You won't really have time for lunch. An iced cappuccino from one the cafés on State Street will do just fine.

The two courses are more than a full load. By all means download the reading list for your courses well before you get to Ann Arbor and do all the reading you can before you get there.

If you are going to take one of the more difficult courses (such as Charles Franklin's Maximum Likelihood Estimation, or MLE) you will probably be better off spending all your time on the one course. And, by the way, don't take MLE unless you are absolutely sure that, as I said at

first, $\hat{B} = (X'X)^{-1}X'Y$.

Every year's Summer Program cohort creates a T-shirt to commemorate the experience. Don't forget to order one before you leave. It's a great memento and conversation piece.

I've been going to the Summer Program for eight years now. It's the high point of my year. See you next year in Ann Arbor!

—Bill Hobby



The Computing support staff of the 2000 ICPSR Summer Program pose in Nickels Arcade.

Synthesis: Curriculum, Instruction, and Facilities

In 2001, the ICPSR Summer Program in Quantitative Methods of Social Research will mark its 38th anniversary; the Program has been held since the Consortium was founded in 1963. That first summer, attendance totaled 82 participants. By 2000, enrollment had reached 530 participants, and since 1992, yearly attendance has consistently surpassed the 500 level. This last summer, Program participants came to Ann Arbor from more than 25 social science and related disciplines and from 194 institutions in the United States and around the world.

I would argue that two qualities make the ICPSR Summer Program distinctive: the extensive range and diversity of the courses offered here and the “immersion” quality of the time spent in Ann Arbor. The Program’s curriculum ranges from introductory statistics and data analysis to cutting-edge special topics lectures.

To get an idea of what’s available, let’s look at three hypothetical students: novice, intermediate, and advanced. Of the two types of novice students who take Summer Program courses, one is a true novice, taking statistics for the first time. We offer introductory statistics and data classes, supplementary mathematics instruction, and “hands-on” computer work for this type of student. The other statistics beginner is a student who has been exposed previously to a statistics or quantitative course, but who may

have struggled with it, perhaps strongly disliked it, or may have taken it many years ago. It is this second student — perhaps a faculty member who feels the need to “upgrade” his or her statistical skills or an older returning graduate student — for whom the Program may be especially beneficial. In addition to introductory statistics courses, we offer introductory and intermediate regression classes taught by instructors sensitive to students who may be initially insecure about mathematics or statistics. Over the years, these instructors have had great success in coaxing even reluctant students to maximize their potential and gain self-confidence in the use of quantitative methods.

The Summer Program also offers a large number of courses that fit the needs of students moving toward intermediate levels of quantitative social science training. Thus, we offer classes whose techniques span the range of the social science disciplines. Examples of course options here include time series, logistic regression, LISREL-type models, scaling and dimensional analysis, and analysis of variance. This means that any social scientist who expects to become a sophisticated user in a specific field of study can find material here firmly grounded in a general approach to quantitative methodology, yet eminently applicable to his or her own discipline.

Finally, the Program has made a commitment via special topics

courses and the Blalock Lecture Series on Advance Topics to offer instruction in advanced and “cutting-edge” techniques. The objective is to facilitate the exchange of ideas related to the development of methodologies on the frontier of social research. Examples from the Program curriculum include areas such as maximum likelihood estimation, Bayesian statistics, network analysis, resampling methods, and hierarchical linear models.

The other quality that makes the Summer Program distinctive is the opportunity for students to take a week, a month, or even two months and immerse themselves, all day (and night should they choose), in statistics and quantitative methodology. We’ve already talked about one major reason for this — the number and diversity of courses we offer. The other two reasons have to do with the intense involvement of our teaching faculty, and with the Program’s excellent learning facilities.

The Summer Program has been fortunate over the years to have a large and diverse teaching faculty, every member of which is committed to making participants’ experiences here as productive as possible. Interaction with the instructors takes place not only in the classroom, but in their offices, in the computer labs, and in the several common and study areas the Program houses. That the instructors are not only gifted teachers but also passionate about helping their stu-

dents excel is demonstrated by their willingness and eagerness to spend time — often hours — each day outside of the classroom helping individuals master the material.

Finally, the Summer Program facilities also contribute to the learning environment. In one centrally located building, the Program houses its own

computer labs (staffed by helpful and knowledgeable counselors), and a comprehensive library (with perhaps the world's most extensive collection of materials focused solely on quantitative research methodology), as well as ample space devoted to study areas and informal interaction.

The ICPSR Summer Program staff believes that this rich combination of talented and committed instructors, a comprehensive curriculum, and supportive facilities produces a highly successful learning experience.

—Dieter Burrell

A All Work and No Play Makes Jack a Dull Methodologist

A woman who attended the Summer Program in 1998 wrote to me soon after returning home to Germany. She had the blues. She just couldn't get motivated to tackle her studies and her research. Her mind kept wandering back to the "extraordinary" time she'd had in Ann Arbor, and life back in Mannheim seemed kind of dull. Now you may wonder how on earth could this happen? How could the end of two months of stats courses leave anyone feeling *anything* but utter relief? Well, the ICPSR Summer Program is more than just two months of stats courses.

If Bill and Dieter left you with the idea that the Summer Program resembles military boot camp with slide-rules, then you really have only half the story. The running joke has it that ICPSR is Summer Camp for Social Scientists, and as analogies go, that one is pretty apt. At the end of four or

eight weeks of very close contact, our students often feel bonded to one another in a way that belies both their short acquaintances and their diverse backgrounds. In the ICPSR crucible, they've shared a common language, official songs, nicknames, slogans, secrets, ghost stories, dance steps, and a commemorative T-shirt. There are inside jokes so esoteric they go miles over my head. And don't even get me started on the puns.

So who comes to the Summer Program? One student last year commented on how refreshing it was to *finally* not be the biggest geek in the room. At the ICPSR Summer Program there's always a bigger geek, and I mean that in the most complimentary way. What our participants have in common is that they *want* to learn this stuff. Maybe they struggled with poorly taught classes in the past. Or maybe their advisors recommended

that they pick up a few methods courses not offered back home. I've even met faculty members who've taken a class with ICPSR because they themselves are expected to teach it in the fall. In a typical year we'll have over 500 people in attendance for anywhere from three days to two months. Maybe 20 percent will be from overseas, and 20 percent will be minorities. In all likelihood, 200 institutions from 20 countries will be represented. The result is a surprisingly diverse group, with a strong international flavor.

So what goes on after class? On any given night you'll find a host of people toiling away in our study lounges and computer rooms. Some work alone, others in groups, possibly talking with their instructors and teaching assistants. One of the novelties of this Program is that, for the most part, the instructors aren't from

Michigan. They don't have regular lives in Ann Arbor, routines to maintain, pets to feed. What they come for, and what they enjoy doing, is teaching. So it's common to see several instructors hanging around, helping their students, until the building closes up at 11:00. After that, anyone with energy left is liable to go out for coffee or a late bite to eat.

Ann Arbor really is a delightful town: small enough to walk across, but big enough to have several movie theaters, lots of bars, live music, excellent theater and dance, and literally scores of restaurants at which to eat. Plus it's a safe town and a pretty town, while still retaining a fair measure of counter-culture funkiness. It's an easy place to settle into. And settle in they do. I can't go anywhere in town during the summer without running into Summer Program participants. I'll find them shopping at the supermarkets, hiking in the Arboretum, watching *Casablanca* at the Michigan Theater, blowing giant bubbles at the Hands-On Museum, and of course eating, drinking, and hanging out at nearly any restaurant, café, or watering hole within a mile of campus. They always wave and say, "Hi!". For two months, my friends all think I'm a celebrity.

And even though I've been through several Summer Programs, I'm always startled at how fast people make friends. The nervous-looking guy from Portland, the one I feared might have a lonely summer, will have buddied up with the three folks from Florida State by the end of the first week. They'll be hosting a potluck on

Friday and everyone will be invited. Oh, and the whole gang's going dancing afterwards, and don't forget the picnic on Saturday!

Over the course of the summer, we host four picnics at a nearby park. Go to one and you'll see an array of students and instructors devouring hot dogs and drinks. You'll observe first-year grad students setting the volleyball for knobby-kneed faculty members with 40-page vitas. Summer Program participants, in fact, range in age from 22 to 70, or even older. They come from Princeton and Berkeley, but also from Wichita State and Southwest Missouri. Some travel 3,000 miles to learn elementary regression so they can polish off their master's theses, and others, on the verge of publishing their dozenth books, come to acquire a very nuanced understanding of some advanced method that would boggle the minds of most of us. At the Summer Program, all of these people are essentially equal. Faculty, staff, students all hang out, wearing cut-off shorts and sandals, in the lounge and study rooms. They all call each other by their first names. And they all go out to Dominick's for beers or sangria after class. In short, many of the standard hierarchies of academia are ignored here, and the result is a lot of fun.

A lot of fun, but also a good opportunity for networking. There isn't much pretense here, and very little snobbery. A Ph.D. student from Texas was once amazed, almost dumbfounded, to find that he'd been sharing a study lounge for two weeks with

Bill Hobby, who is, justifiably, a legend in the state of Texas. The result of this casual atmosphere is that you'll meet and chat with very distinguished people, and people who are destined to be distinguished. But it will occur in an environment — perhaps Laura Koehly's Multivariate Statistical Methods class — in which you're on an equal plane. You may be on an outing to a Detroit Tigers game and meet your future boss, or perhaps the person you'll one day write a book with will be sitting next to you in the carpool on a weekend jaunt to Toronto. These sorts of things happen all the time.

Summer Camp for Social Scientists? Well, many people get a little misty-eyed looking back on those sepia-tinted summer camp days — or the first year of college, or even boot camp, for that matter. There's something about being thrown together with strangers in a "we're all in this together" environment that fosters strong bonds. At the ICPSR Summer Program, you will work very hard. The level of intellectual discourse can be incredibly high, both in and out of the classroom. But you will also meet more like-minded people than you knew existed, and you will help each other get through it. Many life-long friendships have grown out of the Summer Program over the last three-and-a-half decades, and many wonderful memories have been formed. And best of all, nearly everyone leaves smarter than they arrived.

—David Merchant

Summer Program, 2001 (June 25–August 17)



FIRST SESSION (JUNE 25–JULY 20)

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
Advanced Multivariate Statistical Methods
Simultaneous Equation Models
Maximum Likelihood Estimation for Generalized Linear Models
Bayesian Methods

3- to 5-Day Workshops

Latent Growth Curve Analysis (TBA)
(Chapel Hill, North Carolina)
Spatial Analysis: Introduction (TBA)
Social Network Analysis: Introduction (6/4–8)
Categorical Data Analysis I (6/18–22)
Categorical Data Analysis II (6/25–29)
Criminal Justice Data (6/18–22)
Research on Aging (6/11–15)
Hierarchical Linear Models I (7/9–13)
Hierarchical Linear Models II (7/14–16)
“LISREL” Models: Introduction (7/30–8/3)
Spatial Regression Analysis (8/6–10)
2000 Census Data (8/13–17)
Meta Analysis (7/23–27)

SECOND SESSION (JULY 23–AUGUST 17)

Lectures

Nonlinear Systems
Introduction to Computing
Event History Analysis
Matrix Algebra
Advanced Topics in Social Research*

Workshops

Scaling and Dimensional Analysis
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
Missing Data Analysis

*Advanced Topics

Resampling Techniques: Bootstrap
Data Visualization and Interactive Cluster Analysis
Bayesian Modeling
Ecological Inference
Nonparametric Regression Analysis
Statistical Graphics for Univariate and Bivariate Data
Sequence Analysis
Causal Inference
Developmental Trajectories

For a copy of the 2001 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, Web site: <http://www.icpsr.umich.edu/sumprog/>

Leslie Kish, 1910–2000

Leslie Kish, Professor Emeritus of Sociology at the University of Michigan and an expert in the theory and practice of the scientific sampling of populations, died on October 7, 2000.

Born in Poprad, then part of the Austro-Hungarian Empire (now in Slovakia), Kish emigrated to the United States with his family in 1925. He graduated from the City College of New York with a degree in mathematics and then moved to Washington, DC, where he was first employed at the Bureau of the Census and then as a statistician at the Department of Agriculture. There he joined a group of social scientists who were creating a survey research facility within that department and in 1947 moved with



them to Michigan, where together they founded the Institute for Social Research. During his early years at Michigan, Kish combined full-time statistical work with the completion of an M.A. in mathematical statistics and a Ph.D. in sociology.



Leslie shares a light moment on the occasion of his 90th birthday party with ISR Director David Featherman and Patricia Gurin, Chair of the U-M Psychology Department.

Through his long career at Michigan, Kish concentrated on the sampling field. His 1965 book *Survey Sampling* is a classic still in wide use. The superiority of the sampling techniques that Kish developed was first established in the 1948 United States presidential election. A small national probability sample of less than 1,000 United States households drawn by Kish and his Michigan colleagues showed Dewey and Truman running very close, with Truman in a slight lead, while commercial polls and the press predicted a Dewey landslide.

Kish was also one of the first proponents of an annual rolling sample, such as the American Community Survey, scheduled to replace the long form of the U.S. decennial Census by 2010.

In 1948, Kish initiated a summer program for training foreign statisticians in population sampling, which has gen-

erated a large international body of loyal alumni in more than 100 countries.

Kish's scholarly writing and innovative research in sampling continued undiminished after his formal retirement from the university in 1981. Among the many honors and awards that came to him during his long career were designation as the Russell lecturer, the University of Michigan's highest mark of recognition for a faculty member; election to the presidency of the American Statistical Association; and election as a fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and the Royal Statistical Society of England. To these were added, in his retirement years, election as an Honorary Fellow of the International Statistical Institute and as an Honorary Member of the Hungarian Academy of Sciences.

A nnouncements

Faculty Associates Enhance ICPSR's Scholarly Mission

ICPSR is pleased to announce the appointment of two faculty associates who bring new scientific perspectives and programmatic initiatives to the organization.

Sydney M. Bolkosky has been working with ICPSR Acting Director Erik Austin on identifying relevant data sources to construct a Holocaust database for social science research. Bolkosky is William E. Stirton Professor and Professor of History at the University of Michigan, Dearborn, and also serves as the Director of the Honors Program on the Dearborn campus. He received his Ph.D. in History from the State University of New York at Binghamton and has published numerous articles and books on the Holocaust. He is currently working on an edited volume of essays on Holocaust oral histories with Dr. Henry Greenspan, and a book tentatively titled *The Search for Meaning in the Holocaust*.

Bolkosky is the founder and director of the University of Michigan-Dearborn Mardigian Library's "Voice/Vision" Holocaust Oral History Archives. The Archives contain some 165 audio- and videotaped interviews with Holocaust survivors, which are being transcribed and entered on OCLC, an international library net-

work, and on the World Wide Web, which will make the transcriptions and the tapes available to researchers around the world.

Daniel E. Little, Chancellor of the University of Michigan's Dearborn campus, is working with ICPSR in his areas of interest, including the philosophy of the social sciences. Dr. Little holds a Ph.D. in Philosophy from Harvard University. His publications have focused on topics such as the philosophy of economics, social science methodology, explaining large-scale historical change, and the connections between evidence and generalization in the social sciences.

Recent publications have included the book *Microfoundations, Method, and Causation: Essays in the Philosophy of the Social Sciences* (Transaction Publishers, 1998), and the articles "Explaining Large-Scale Historical Change," *Philosophy of the Social Sciences* (2000) and "Causal Explanation in the Social Sciences," *Southern Journal of Philosophy* (Supplement, 1995).

Little's planned contributions to ICPSR include providing advice on future data acquisitions to anticipate research directions in the social sciences, engaging with methodologists to assess the opportunities and limits of issues surrounding multilevel analyses, and helping ICPSR position its services within the structure of the social sciences now and in the future.

IASIST to Hold 2001 Meeting in Amsterdam

The International Association for Social Science Information Services and Technology (IASIST) will hold its 27th annual conference with the International Federation of Data Organizations (IFDO) from May 14–19, 2001. IASIST/IFDO conferences bring together data professionals, data producers, providers, and users from around the world. The theme of the 2001 conference is "2001: A Data Odyssey — Collaborative Working in Social Science Cyberspace."

The conference will be convened in Amsterdam, The Netherlands, with workshops on May 14 and 15, main conference activities and sessions on May 16–18, and a social event on May 19.

The conference program committee invites submissions for paper presentations, panel discussions, poster and demonstration sessions, and workshops. Proposals are due by January 22, 2001. Notice of acceptance will be made by February 9, 2001.

Please send submissions (including proposed title and abstract) and other questions to:

iasist2001@niwi.knaw.nl

For additional information:

www.niwi.knaw.nl/ia2001.htm

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dditions to Holdings

- ABC News Clinton Legacy Poll, January 2000** — ABC News (ICPSR 2963)
- ABC News New Hampshire Primary Voter Poll, January 2000** — ABC News (ICPSR 2964)
- ABC News “Nightline” John McCain Poll, February 2000** — ABC News (ICPSR 2969)
- ABC News/*Washington Post* Poll, January 2000** — ABC News/*The Washington Post* (ICPSR 2965)
- ABC News/*Washington Post* South Carolina Primary Voter Poll, February 2000** — ABC News/*The Washington Post* (ICPSR 2968)
- American National Election Study: 2000 Pilot Study** — Virginia Sapiro, Steven J. Rosenstone, and the National Election Studies (ICPSR 2936)
- CBS News Call-Back Poll, April 2000** — CBS News (ICPSR 2983)
- CBS News Monthly Poll, April 2000** — CBS News (ICPSR 2982)
- CBS News/*New York Times* New York State Poll #1, February 2000** — CBS News/*The New York Times* (ICPSR 2926)
- CBS News/*New York Times* New York State Poll #2, February 2000** — CBS News/*The New York Times* (ICPSR 2927)
- Capital Punishment in the United States, 1973–1998** — United States Department of Justice. Bureau of Justice Statistics (ICPSR 2977)
- Case Tracking and Mapping System Developed for the United States Attorney’s Office, Southern District of New York, 1997–1998** — Colin Reilly and Victor Goldsmith (ICPSR 2929)
- Census of Population and Housing, 1990 [United States]: Extract Data** — Terry K. Adams (ICPSR 2889)
- Census Tract Data, 1960: Elizabeth Mullen Bogue File** — Donald Bogue (ICPSR 2932)
- Census Tract Data, 1970: Elizabeth Mullen Bogue File** — Donald Bogue (ICPSR 2933)
- Chicago Women’s Health Risk Study, 1995–1998** — Carolyn Rebecca Block (ICPSR 3002)
- Civil Justice Survey of State Courts, 1996: [United States]** — United States Department of Justice. Bureau of Justice Statistics (ICPSR 2883)
- Community Supervision of Drug-Involved Probationers in San Diego County, California, 1991–1993** — Darlann Hootor, Susan Pennell, and Christine Curtis (ICPSR 2023)
- Consumer Expenditure Survey, 1998: Diary Survey** — United States Department of Labor. Bureau of Labor Statistics (ICPSR 2960)
- Consumer Expenditure Survey, 1998: Interview Survey and Detailed Expenditure Files** — United States Department of Labor. Bureau of Labor Statistics (ICPSR 2971)
- Developing a Juvenile Risk Assessment Instrument for Iowa State Evaluation Capacity Building, 1994–1995** — David Huff and Lettie Prell (ICPSR 2632)
- Differences in the Validity of Self-Reported Drug Use Across Five Factors in Indianapolis, Fort Lauderdale, Phoenix, and Dallas, 1994** — Andre B. Rosay, Stacy Skroban Najaka, and Denise C. Herz (ICPSR 2706)
- Elementary and Secondary General Information System (ELSEGIS): Public School Universe Data, 1969–1970 Through 1972–1973** — United States Department of Education. National Center for Education Statistics (ICPSR 2238)
- Elementary and Secondary General Information System (ELSEGIS): Public School District Universe Data, 1972–1973** — United States Department of Education. National Center for Education Statistics (ICPSR 2125)
- Elementary and Secondary General Information System (ELSEGIS): Public School District Universe Data, 1976–1977** — United States Department of Education. National Center for Education Statistics (ICPSR 2128)
- Elementary and Secondary General Information System (ELSEGIS): Public School District Universe Data, 1977–1978** — United States Department of Education. National Center for Education Statistics (ICPSR 2129)
- Eurobarometer 51.0: The Elderly and Domestic Violence, March–May 1999** — Anna Melich (ICPSR 2864)
- Eurobarometer 51.1: Environmental Issues and Consumer Associations, April–May 1999** — Anna Melich (ICPSR 2865)
- Evaluation of the Children at Risk Program in Austin, Texas, Bridgeport, Connecticut, Memphis, Tennessee, Savannah, Georgia, and Seattle, Washington, 1993–1997** — Adele V. Harrell, Shannon Cavanagh, and Sanjeev Sridharan (ICPSR 2686)
- Evaluation of the Impact of System-Wide Drug Testing in Multnomah County, Oregon, 1991–1992** — David P. Cavanagh (ICPSR 2589)
- Evaluation of Victim Advocacy Services Funded by the Violence Against Women Act in Urban Ohio, 1999** — Carol Bohmer, Denise E. Bronson, Helen Hartnett, Jennifer Brandt, and Kristen S. Kania (ICPSR 2992)
- Firearm Injury Surveillance Study, 1993–1997: [United States]** — Centers for Disease Control and Prevention. National Center for Injury Prevention and Control (ICPSR 3018)
- Florida’s Criminal Justice Workforce Research Information System, 1985–1996** — Florida Department of Corrections. Bureau of Planning, Research, and Statistics (ICPSR 2542)

(Additions to Holdings, continued)

Height of Runaway Apprentices and Military Deserters in Colonial and Early Republican America, 1726–1825 — John Komlos (ICPSR 2959)

Israeli Election Study, 1981 — Asher Arian (ICPSR 2996)

Israeli Election Study, 1984 — Asher Arian (ICPSR 2997)

Monitoring the Future: A Continuing Study of American Youth (8th- and 10th-Grade Surveys), 1999 — Lloyd D. Johnston, Jerald G. Bachman, Patrick M. O'Malley, and John Schulenberg (ICPSR 2940)

National Assessment of Educational Progress: 1987 High School Transcript Study — United States Department of Education. National Center for Education Statistics (ICPSR 2256)

National Health Interview Survey, 1997 — United States Department of Health and Human Services. National Center for Health Statistics (ICPSR 2954)

National Incident-Based Reporting System, 1996 — United States Department of Justice. Federal Bureau of Investigation (ICPSR 2465)

National Study of Innovative and Promising Programs for Women Offenders, 1994–1995 — Merry Morash and Timothy Bynum (ICPSR 2788)

National Survey of Private Schools, 1985–1986: Teacher Questionnaire — United States Department of Education. National Center for Education Statistics (ICPSR 2395)

National Treatment Improvement Evaluation Study (NTIES), 1992–1997 — United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Center for Substance Abuse Treatment (ICPSR 2884)

Police Stress and Domestic Violence in Police Families in Baltimore, Maryland, 1997–1999 — Robyn Gershon (ICPSR 2976)

Prosecution and Defense Strategies in Domestic Violence Felonies in Iowa, 1989–1995 — Carolyn Copps Hartley and Roxann Ryan (ICPSR 2811)

Reconsidering Domestic Violence Recidivism: Individual and Contextual Effects of Court Dispositions and Stake in Conformity in Hamilton County, Ohio, 1993–1998 — John Wooldredge (ICPSR 3013)

SHERFACS: A Cross-Paradigm, Hierarchical, and Contextually-Sensitive International Conflict Dataset, 1937–1985 — Frank L. Sherman (ICPSR 2292)

Survey of Consumer Attitudes and Behavior, January 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2941)

Survey of Consumer Attitudes and Behavior, February 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2942)

Survey of Consumer Attitudes and Behavior, March 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2943)

Survey of Consumer Attitudes and Behavior, April 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2944)

Survey of Consumer Attitudes and Behavior, May 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2945)

Survey of Consumer Attitudes and Behavior, June 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2946)

Survey of Consumer Attitudes and Behavior, July 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2947)

Survey of Consumer Attitudes and Behavior, August 1996 — University of Michigan. Survey Research Center. Economic Behavior Program (ICPSR 2948)

Survey of Prosecutorial Response to Bias-Motivated Crime in the United States, 1994–1995 — Jane Nady Sigmon and Donald Rebovich (ICPSR 3009)

Uniform Crime Reporting Program Data [United States]: Hate Crime Data, 1996 — United States Department of Justice. Federal Bureau of Investigation (ICPSR 3027)

Uniform Crime Reporting Program Data [United States]: Hate Crime Data, 1997 — United States Department of Justice. Federal Bureau of Investigation (ICPSR 3028)

Uniform Crime Reporting Program Data [United States]: Hate Crime Data, 1998 — United States Department of Justice. Federal Bureau of Investigation (ICPSR 2909)

Uniform Crime Reporting Program Data [United States]: Property Stolen and Recovered, 1998 — United States Department of Justice. Federal Bureau of Investigation (ICPSR 2905)

Uniform Crime Reports [United States]: Supplementary Homicide Reports, 1976–1998 — James Alan Fox (ICPSR 3000)

Uniform Facility Data Set, 1997: [United States] — United States Department of Health and Human Services. Substance Abuse and Mental Health Services Administration. Office of Applied Studies (ICPSR 2995)

Universe of Private Schools, 1976–1980: Condensed Version [United States] — United States Department of Education. National Center for Education Statistics (ICPSR 2394)

Women and Violence in Chicago, Illinois, 1994–1995 — Susan Lloyd (ICPSR 2958)

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visions/Updates

American National Election Study, 1984
— Warren E. Miller and the National Election Studies (ICPSR 8298)

CBS News/*New York Times* Monthly Poll, April 1994 — CBS News/*The New York Times* (ICPSR 6595)

CBS News/*New York Times* O.J. Simpson Jury Selection Poll, September 1994
— CBS News/*The New York Times* (ICPSR 6609)

Civil Justice Survey of State Courts, 1996: [United States] — United States Department of Justice. Bureau of Justice Statistics (ICPSR 2883)

Community Tracking Study Household Survey, 1996–1997, and Followback Survey, 1997–1998: [United States]
— Center for Studying Health System Change (ICPSR 2524)

Crime on Campus, 1978–1979: A Survey of 150 College Campuses and Cities
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