



Making History: An OR's Experience at ICPSR

ICPSR IS FORTUNATE TO HAVE A POOL OF TALENTED

Official Representatives to work with on collaborative projects, as this article and Michal Peleg's article from Fall 2002 attest. ICPSR will again offer the OR Sabbatical Opportunity in 2003, with a specific focus: enhancing ICPSR's user support services. Interested individuals should send their resumes to ICPSR's Human Resources Director, Rita Bantom, by Friday, January 17, 2003, with a brief proposal describing a project focused on user support. ICPSR looks forward to reporting next year on another successful collaborative effort.

James Oberly
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with assistance from Ben Tausig, University of Michigan

The Spring/Summer 2002 Official Representative Sabbatical program at ICPSR gave Michal Peleg (Hebrew University) and me a wonderful opportunity to work on existing projects, to begin new projects, and to partner with ICPSR's professional staff on shared goals. In my case, the sabbatical also led to a fruitful collaboration with a University of Michigan student intern that enabled us to enhance an ICPSR dataset for the benefit of the larger social science research community.

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ICPSR Connections

For the past dozen years, I have used various historical datasets from the ICPSR Archive in teaching Wisconsin-Eau Claire undergraduates. That experience led to a pair of invitations in the late 1990s: first, to make a presentation at the 1997 Biennial OR meeting on the use of ICPSR 0003 (the county-level aggregate U.S. Census from 1790–1970) in the undergraduate curriculum; and second, to join the newly formed Committee on Instructional Materials, which developed the Site for Instructional Materials and Information (SIMI), an extension of the ICPSR Archive. The members of the SIMI Committee met to share their best teaching practices in social science and social science history education. My contribution was to offer a dozen different teaching modules that I had designed around ICPSR datasets for use in my upper division class (for juniors and seniors) “U.S. Economic History.” The SIMI Committee, now reconstituted by the Council as the Ad Hoc Committee on Instructional Materials, gave me the charge at its mid-winter 2000 meeting to deposit the dozen teaching modules I had developed into the ICPSR Archive.

The Ad Hoc Committee is currently chaired by Council member John Korey of California State Polytechnic University, Pomona. Under John’s leadership, the Ad Hoc Committee has devised suggested standards for adding instructional materials to the ICPSR Archive. Instructional modules added to the

Archive must meet ICPSR’s current data and documentation standards in terms of substance and acceptable formats. The Ad Hoc Committee is working with ICPSR staff members Dieter Burrell, Peter Granda, Shawn Pelak, Mary Vardigan, and Janet Vavra to develop the new standards.

The OR Sabbatical Fellowship provided a timely opportunity for me to transform the dozen instructional exercises I had prepared into files suitable for archiving and ultimately for faculty members at other ICPSR member institutions to use in their courses. With guidance from the Ad Hoc Committee, I crafted a template for these instructional materials with the following three elements:

- A working codebook in Microsoft Word format designed for ease of student use
- An SPSS portable file of the ICPSR dataset
- An instructor’s guide for using the dataset in specific courses, including suggested exercises for student use

The dozen datasets I focused on include:

- “American Colonial Wealth Estimates, 1774” (ICPSR 7329)
- “Agricultural and Demographic Records for Rural Households in the North, 1860” (ICPSR 7420)
- “Southern Farms Study, 1860” (ICPSR 7419)
- “Union Army Recruits in Black Regiments in the United States, 1862–1865” (ICPSR 9426)

- “Union Army Recruits in White Regiments in the United States, 1861–1865” (ICPSR 9425)
- “Confederate Amnesty Records for the United States Civil War, 1863–1866” (ICPSR 9429)
- “New Orleans Slave Sale Sample, 1804–1862” (ICPSR 7423)
- “Southern Agricultural Households in the United States, 1880” (ICPSR 9430)
- “Electoral Data for Counties in the United States: Presidential and Congressional Races, 1840–1972” (ICPSR 8611)
- “Rise of American Industrial Corporations, 1880–1914” (ICPSR 9392)
- “Federal Deposit Insurance Corporation Data on Banks in the U.S., 1920–1936” (ICPSR 0007)
- “Executions in the United States, 1608–1991” (ICPSR 8451)

Many of these ICPSR datasets were created more than 20 years ago at the beginning of large-scale data collection in historical repositories and archives. It is in the very nature of primary sources in the study of history that the archival records themselves were created for specific purposes and not for their use by future historians. In other words, historians make use of sources that were created for a wide variety of reasons, and it is the research questions that historians ask of the sources that determine their modern

use. The principal investigators in the 1970s and 1980s who deposited quantitative machine-readable files into the ICPSR archive inevitably had their own sets of historical questions that they wanted to answer.

For example, the research team at the University of Chicago led by Robert W. Fogel collected information from U.S. Civil War military records on the height of Black and white enlistees into the Union Army. These data serve as the foundation of Professor Fogel's ongoing research into the demographic history of the western hemisphere. Similarly, a user of the historical records on Black volunteers in the Union Army (ICPSR 9426, prepared by Jacob Metzger of Hebrew University and Richard Steckel of Ohio State University) can investigate the lives of men who escaped slavery to fight for freedom. Students working with these data records can compare what they learn from the dataset with what they bring to the subject from their popular culture viewing of the film "Glory," which was made after ICPSR 9426 was completed.

By the end of my sabbatical stay at ICPSR, I had deposited four of my revised codebooks, instructional handouts, and SPSS portable files into the ICPSR Archive and worked with ICPSR staff members Shawn Pelak and Dieter Burrell to establish links on the ICPSR Web site between the original ICPSR studies and the new instructional applications. A user can search the Web site in a variety of ways and locate the new instructional uses of older (but still valuable) ICPSR datasets.

New Opportunities

A funny thing happened to me on the way to completing the other eight instructional modules. Actually, three new opportunities for working on ICPSR-related projects arose after I arrived in Ann Arbor. First, I worked with the Newberry Library in Chicago, and with Erik Austin, Director of Archival Development at ICPSR, to prepare for deposit into the ICPSR Archive the American Indian Family History Project datasets that the Library had collected in the 1980s. That demographic history project involved selecting five American Indian tribes from different parts of the U.S. and recording demographic information from tribal and federal censuses between 1885 and 1930. A second opportunity was an invitation from Hank Heitowit, ICPSR's Director of Educational Resources, to participate in summer workshops on the Euro-Barometer Surveys and the World Values Surveys. I became so intrigued with the World Values Surveys that I began preparing a 13th instructional module for using the WVS with introductory students in the world history curriculum.

The third activity that diverted me from completing all the instructional materials was an invitation from ICPSR Director Myron Gutmann to take part in planning meetings about creating a fully Web-based interactive teaching module using an ICPSR dataset as the centerpiece. This module would combine ICPSR data with the online statistical analysis capability of SDA, bibliographical links to the relevant scholarly literature on

the data, and suggested exercises for instructors to use with their students.

I suggested that a good ICPSR dataset for a pilot version of this new application was "American Colonial Wealth Estimates, 1774" (ICPSR 7329). This study examines a collection of probate records amassed by Alice Hanson Jones and presented in her 1977 book *Wealth of a Nation to Be*. Jones's collection stands as perhaps the closest thing to a representative sample of itemized individual ownership in the United States immediately before the Revolutionary War. Probate records were county-level documents taken for most free, white, land-owning individuals at the time of their deaths. These records ostensibly listed every piece of land, every household good, every crop, even every indebted human laborer — in short, everything of estimable value belonging to the deceased. Therefore such records are extremely valuable for historical research.

Unfortunately, history leaves us no record of the itemized property of most free Blacks, most women, and all children. Furthermore, there are complications implicit in using probate records as a true record of ownership. Many questions come to mind, including whether people gave their belongings away before death, whether they owned different types of things at an advanced age than they had in their youth, and whether particular items were simply omitted from inventories. Nonetheless, Jones's study bridges an important historical gap by including everyone from wealthy plantation owners to poorer farmers and widows. Her

research affords an opportunity to study not only the wealthiest and most literate members of early American society, but a near-complete range of people in terms of wealth, ownership, occupation, and education.

ICPSR Summer Intern Ben Tausig joined the discussions about the Jones sample and together we worked out a plan to take what Jones had deposited with ICPSR and add some elements of value to instructors and students today. First, we created a usable codebook for the Jones study, something that was heretofore lacking. Next, we worked to prepare a single SPSS portable file of Jones's data, again a file that had not been part of the archive (Jones had deposited her data in three small sub-samples). Finally, we went back to the three-volume set of printed probate inventories that Jones had published, *American Colonial Wealth*, and began coding a supplementary dataset that included ten new variables in addition to the case number that Jones had assigned her probate inventories. We focused on three classes of inventoried property: firearms, blade-edged weapons (e.g. swords, bayonets, pikes), and the forced service of human laborers, including indentured servants and slaves. While the last category is an unsettling one to observe in lists that also include cattle and cooking wares, a system dependent on forced and unfree human labor was a historical reality, and in 1770s America free people viewed it with detached pragmatism.

I worked with a group of staff at ICPSR to plan the first ICPSR Web-based teaching module on the updated Jones sample of probate inventories. The Ad Hoc Committee on Instructional Materials served as the initial peer reviewers of the proposal, and in September they gave it their enthusiastic support. In October, ICPSR submitted a grant proposal to the National Endowment for the Humanities "Exceptional Education" grant program, asking for funding to bring the module to faculty and students. I contributed three examples of how students at the freshman level, the junior-senior major and minor level, and the senior thesis/capstone course level might use this resource:

Example 1: An instructor who teaches the first half of the United States history survey wants to give extra attention to the social structure of Revolutionary America in the 1770s, and to help students make sense of the discourse on both sides of the Atlantic about taxation and representation within the British Empire. The faculty member asks students to access the module's Web site and to complete two tasks. First, students are asked to look at one of the sample probate inventories and to analyze the types of items listed in the estate, and what those items tell about life in 1774. A second task the faculty member sets for the students is to do a summary tabulation of the average net worth of the 919 decedents by colony, and the components of that wealth. With a few mouse clicks using SDA, the students can produce a table with the data

clearly reported. Students can then see the different livelihoods of the English colonists on the eve of the American Revolution. The instructor can then lead the students to discuss the topic of taxation and representation from a better-informed perspective. The students can see how many English colonists were directly affected by the taxes levied by Parliament in the Stamp Act and the Townshend Duties. The class is able to understand why colonists protested these taxes.

Example 2: An instructor offering a college-level class in Early American History wants students to understand the extent of African slavery throughout the colonies on the eve of the Revolution. Among the questions the instructor poses to the students are: Who owned slaves? Where were slaves concentrated geographically, and not just in which colonies, but in which counties? In what sorts of settings did slaves live—on plantations, small farms, in towns and cities? The probate inventories collected by Prof. Jones give students an opportunity to study both the slave-owner and the slave at the household level. Students can see the immense size of some of the plantations owned by the low-country white elite of South Carolina in 1774. The probate inventories list the names, gender, and age for each slave on a plantation. Students can observe in the inventories family relationships, naming patterns, and often African and Creole origins of the slaves listed. Students can also study the smaller tobacco farms of Virginia and Maryland and think

Colony where Jones sampled probate inventories, 1773–1775	Percent of inventories with Firearm(s) Possession	Percent of inventories with Blade-edged Weapon(s) Possession (e.g., swords, pikes, bayonets)	Number of cases in Jones Sample of probate inventories
Massachusetts	46.3%	17.3%	313
Connecticut	44.1%	19.1%	68
New York	43.5%	13.0%	23
New Jersey	36.0%	0%	25
Pennsylvania	34.4%	6.7%	163
Delaware	65.5%	0%	29
Maryland	60.0%	6.2%	65
Virginia	66.7%	7.7%	78
North Carolina	67.1%	25.7%	70
South Carolina	60.0%	30.6%	85
All Jones Sample	49.8%	14.7%	919

Firearm Possession and Blade-Edged Weapon Possession in the Jones Sample

about the difference in Black-white relations on a small unit as opposed to a big plantation. In addition, the inventories of urban slave-owners give some insight into the lives of slaves who lived and worked in colonial cities. The probate inventories do not necessarily give a historical voice to the slaves, but students learn an important lesson about the historian's craft: surviving records from the past were created for a specific purpose in a certain time and place, but the history student today can use those records to ask and answer questions of interest for our time.

Example 3: An instructor in a college or university history department offers a senior seminar for history majors on "Major Issues in American Historiography." Among the readings is Michael Bellesiles's *Arming America: The Origins of a National Gun Culture* (2000), along with a critical article on the book's use of probate evidence by James Lindgren and Justin Heather, "Counting Guns in Early America" (*William and Mary Law Review*, 2002). Students in the

seminar can access the Web-based module for the most comprehensive dataset of firearm and bladed-weapon ownership in the 1774 English colonies. The SDA capability allows a student to produce the above table with only a few steps.

The numbers in this table are at odds with what Bellesiles reported in his book, and consistent with what Lindgren and Heather offered. With the Web-based teaching application, undergraduate students can do their own analysis about the extent of a "gun culture" in 1774 America. The senior history majors in the class can go beyond what Bellesiles or Lindgren and Heather have done, and perform an analysis of firearms owners and non-firearms owners by wealth level, by age, by occupation, by age at death, by type of location (i.e., urban or non-urban), and by slave-holding. The end product of their endeavor would ideally be a thesis that interprets their data findings using the language and logic of social science inquiry.

Another basic lesson introducing students to the concept of probate inventories would involve an assignment asking students to complete a Web-based sample probate inventory for themselves, itemizing their own possessions. This would permit students to compare their own "inventories" with those of their classmates and ultimately the individuals under study in colonial America. This technique is effective in engaging students in the substance of the data and in giving them an understanding of historical context.

In conclusion, I may not have completed all the work I expected to on my OR sabbatical at ICPSR, but the contributions I did make and the partnerships that developed may prove more valuable in the long run for the teaching and learning mission of ICPSR. The ICPSR Official Representative Sabbatical is a fine example of the possibilities of professional collaboration among the ICPSR staff, the ORs, and ultimately the users of ICPSR data.

The Codebook Retrofit Project — Nearing the End

Cynthia Hoxey, Manager, Electronic Document Conversion, ICPSR
Pat Randle, Data Archive Specialist
Brandon Gibbs, Electronic Imaging Technician

The Codebook Retrofit Project, led by ICPSR's Electronic Document Conversion (EDC) unit, is in its final phases. As a result, users are able to download almost all documentation for the data holdings from the ICPSR Web site. In addition, the Retrofit Project provides members with standardized documentation that is easier to access and navigate and provides greater consistency and completeness of the documents.

The Electronic Document Conversion unit supports ICPSR's mission of open and equitable access to data through digital imaging, conversion, and subsequent enhancements of documentation. EDC uses flatbed scanners to scan paper codebooks. Software such as Acrobat Capture and Paperport convert the documents to Portable Document Format (PDF). The EDC staff uses Adobe Acrobat to enhance the PDF by adding descriptive and bibliographic front matter, as well as navigation and searching capabilities. The final

PDF document is thoroughly reviewed for quality control and then turned over to be archived and posted on the Web site.

The Retrofit Project started in 1997, when ICPSR received a grant from the National Science Foundation (NSF) to help convert older paper documentation to electronic form and to support the development of documentation standards for the social sciences. The amount targeted for conversion of paper documents was modest (\$90,000 over two years) and thus these monies were quickly expended. The remainder of the documentation backlog was converted using member dues. The Retrofit Project moved forward as time and staffing permitted. At its October 2001 meeting, the ICPSR Council reiterated the importance of the Retrofit Project, underscoring the fact that ICPSR's migration to the Web will not be complete until all documentation is downloadable. Council subsequently authorized an additional \$100,000 to complete the project.

The Retrofit Project encompasses 2,474 codebooks or 500,000 pages. As of October 11, 2,328 codebooks or 464,916 pages (93 percent of the total) had been converted. Of the 35,000 pages remaining, 68 percent of the outstanding total is in microfiche format and is expected to be completed by mid-November 2002. The other 32 percent of the total remaining includes codebooks with permissions issues and other unresolved problems. Some of these documents may take longer to complete.

Cynthia Hoxey, manager of EDC, leads the Retrofit team. Other Retrofit Project members, and their length of service at ICPSR, are team leader Pat Randle (6 years), Shelly Petrinko (10 years), Larnetta Gully-Abza (5 years), Adam Williams (4 years), Aubrey Hahn (3 years), Jamall Bufford (2 years), and Brandon Gibbs (1 year). Former Retrofit Project members include Zack W. Allen, Jr., now retired, and Julie Xie and Sarita Brown, now working in other positions at ICPSR.



The Retrofit Project Team

A nnouncements

New Location for ICPSR

At press time, ICPSR was preparing for a mid-December move to the Perry School building, a former elementary school built in 1903, and purchased by the the University of Michigan in 1963. The historic bulding has been renovated by the University specifically for ICPSR's needs.

As part of this move, it is anticipated that ICPSR online services such as email delivery to staff, mailing list management, the Web site, etc. will be unavailable at times during the period between 20:00 EST on Friday, December 13, 2002, and 08:00 EST Monday, December 16, 2002.

The new street address for ICPSR is 330 Packard, Ann Arbor, but we encourage those communicating with ICPSR to use the standard Institute for Social Research address:

P.O. Box 1248
Ann Arbor, MI 48106-1248

The main ICPSR phone number will be (734) 615-9555. New phone numbers for administrative staff aare listed on the back page of this *Bulletin*.



*ICPSR's new home, the historic Perry School, circa 1910.
Photo provided by the Bentley Library.*

ICPSR to Celebrate 40th Anniversary at OR Meeting in October 2003

The 27th Biennial Meeting of ICPSR Official Representatives (ORs) will take place October 9–12, 2003, in Ann Arbor on the University of Michigan campus. ORs are encouraged to attend this special meeting, which will also serve as a forum to celebrate ICPSR's 40th anniversary of service to the social science community. Please mark your calendars and plan to join us in October for this important milestone. More information about the meeting will be available soon on the OR pages of the ICPSR Web site.

ICPSR Sponsors MCRDC Seat

To benefit its members, ICPSR is purchasing a "seat" in the Michigan Census Research Data Center (MCRDC), and researchers from ICPSR member institutions may apply to use the seat without paying MCRDC laboratory fees. The MCRDC enables qualified researchers with approved projects to access confidential, unpublished Census Bureau data. A joint project of the U.S. Bureau of the Census and the University of Michigan, the MCRDC is located in the Institute for Social Research on the University of Michigan campus in Ann Arbor, MI.

Any researcher seeking to use the MCRDC must submit a proposal.

Proposals are reviewed by the MCRDC, by the Census Bureau, and, for proposals that use data it provides to the Census Bureau, by the Internal Revenue Service. The research conducted in the MCRDC must have a Census Bureau (Title 13) purpose. Researchers with approved projects must obtain special sworn status with the Census Bureau to access the MCRDC. The MCRDC Proposal Review Board and the Census Bureau will review projects for Census Bureau purpose, disclosure risk, feasibility, and scientific merit. Funding of a project by a granting agency such as the NSF or the National Institutes of Health will be taken as evidence of scientific merit, but is not necessary to establish scientific merit.

Proposals are currently reviewed by the MCRDC three times a year, with deadlines for submission to the Census Bureau in mid-September, mid-January, and mid-April. Proposals must be reviewed by the MCRDC at least a month before the final submission deadline. The MCRDC works closely with researchers in drafting their proposals and invites queries from qualified researchers about the potential projects. Given the complexity of accessing these data, researchers are urged to contact the MCRDC early in the process of developing proposals.

To apply to use the ICPSR-supported seat, researchers should submit a copy of their MCRDC research proposal, together with a brief letter requesting use of the ICPSR seat, to Erik Austin, ICPSR Director of Archival Development, at least one week before submission

of a proposal to the MCRDC. Note that ICPSR's role in the application process is only to verify ICPSR membership and does not involve proposal review. More detailed information about the MCRDC as well as tips on writing successful proposals can be found on the MCRDC Web site: www.isr.umich.edu/src/mcrdc.

To contact staff at the center, send email to mcrdc@umich.edu. For more information about ICPSR support for research at the MCRDC, contact Erik Austin at erik@icpsr.umich.edu.

ICPSR Receives Sun Equipment Grant

In the fall of 2002, ICPSR took possession of a new Sun server through participation in the Sun Academic Equipment Grant program. The system consists of a SunFire 280R server, two 900 MHz SPARC-III processors, two GB of memory, two 36GB 10K RPM disk drives, and a 100 Mb/s Ethernet interface. ICPSR's Computing and Network Services unit intends to use the new equipment for testing new software before deploying it on production systems.

New Director of CNS Hired

Bryan Beecher joined the ICPSR staff in October 2002 as Director of Computing and Networking Services. Mr. Beecher has extensive experience in network systems

operations and service. He was a founder of the Internet traffic engineering software producer Caimis, which was a spin-off of the Cooperative Association for Internet Data Analysis at the Supercomputing Center of the University of California, San Diego. He was also the Director of Branded Dial/DSL Service Delivery and of Reseller Services at UUNet Technologies. He received his undergraduate and graduate education in Computer Engineering at the University of Michigan.

Mr. Beecher's long-range goals for ICPSR's technological framework include the exploration of alternative technologies for delivering server-based services. In the next few months, he will focus on executing the move to the Perry Building with minimal downtime for staff and services. He plans also to implement service level requirements for ICPSR's Web-based initiatives, and to facilitate the database projects that are already in process.

Duane Alwin Joins NACDA as Resident Scientist

Duane F. Alwin is the 2002–2003 Resident Scientist for the National Archive of Computerized Data on Aging. Dr. Alwin is the McCourtney Professor of Sociology, Human Development, and Family Studies at Pennsylvania State University. Dr. Alwin received his undergraduate degree from Indiana University and his graduate education

at the University of Wisconsin. Prior to moving to Penn State he spent 23 years at the University of Michigan, where he held appointments in the Survey Research Center of the Institute for Social Research and the Department of Sociology. From 1983 to 1995 he directed the SRC Summer Institute in Survey Research Techniques, and from 1998 to 2000 he chaired the Sociology Department at Michigan.

The focus of Dr. Alwin's research and teaching includes families and children, aging and the life course, and the linkages among processes of individual development, history, and social change. He is the co-author of *Political Attitudes Over the Life-Span: The Bennington Women After Fifty Years* (Wisconsin, 1991) and has authored or co-authored more than 100 scholarly articles and chapters on topics related to human development and aging. He is currently a member of Council of the Section on Aging and the Life Course and a past chair of the Section on Social Psychology of the American Sociological Association.

Dr. Alwin has been the recipient of 15 major research grants from NSF, NIMH, and NIA. His two current research grants are entitled "Socio-Economic Status, Social Psychological Resources, and Health," and "Latent Growth Curve Models of Cognitive Aging," both funded by the National Institute on Aging.

Bibliography of Data-related Literature Available

ICPSR announces the launching of the new ICPSR Bibliography of Data-related Literature. This database contains over 26,000 citations of known published and unpublished works resulting from analyses of data held in the ICPSR archive. Developed with support from the National Science Foundation (SES-9977984), the bibliography represents over 40 years of scholarship in the quantitative social sciences, from the inception of ICPSR in 1962 to the present. See the recently released Methodology Report for sources and search strategies used to collect citations.

The bibliography can be accessed through two routes:

1. Through each study description, at the top of the page is a link called "Related Literature." This will take you to a list of publications based on that study. This link replaces the former field in the study descriptions called "Related Publications."

2. The Bibliography is also a searchable database, accessible through a link in the lower right side of the study Search page. From here, you can search for authors, titles, publishers, departments, and organizations. Through the advanced search page, you can do Boolean searching and limit your search to particular types of publications, such as Conference Proceedings only. On the search results pages, under each

citation, you will find a link to related data in the ICPSR archive. These are the data collections used by the authors to generate their findings.

In most cases, analyses of numeric data formed the foundation for the literature, although in some cases the data played a less prominent role in supporting the research. The literature includes journal articles, books, book chapters, government and agency reports, working papers, dissertations, conference papers, meeting presentations, unpublished manuscripts, audiovisual materials, and electronic resources. When a publication is freely available online, the citation includes a link to that document.

This is an ongoing project that is being updated and expanded regularly. Additions and corrections are welcome. If you have published work that is based on ICPSR data, please send us the citation using our online Bibliography Citation Submission form. We have also provided a link to this form from the Bibliography home page.

We also welcome comments and suggestions for enhanced usability of the bibliography. Please use our Bibliography Comments form, also linked from the Bibliography home page.

2000 Census Activities Continue Apace

With funding from the National Science Foundation and the National Institutes of Health, ICPSR is rapidly acquiring, enhancing, and releasing data from the 2000 Census. At press time ICPSR had made available a total of 39,655 discrete files from the following Census components:

- P.L. 94-171 Redistricting Files
- Summary File 1— Advanced National, Final National, and States
- Summary File 2 — Advanced National and States
- Summary File 3 — States and National

ICPSR has prepared SAS, SPSS, and Stata data definition statements for each of these collections.

In addition, ICPSR has created selected subsets from Summary File 1, Advanced National. Each subset comprises all of the cases in one of five summary levels: the nation, states, counties, places, and five-digit ZIP code tabulation areas.

See the ICPSR Census 2000 Web site for more information about data products available from ICPSR: www.icpsr.umich.edu/CENSUS2000.

Submitting Data Definition Statements Made Easy

ICPSR welcomes the submission of data definition statements by ORs for inclusion in the ICPSR archive. Making files that you have created

available in this way benefits the larger social science research community. To this end, ICPSR has put together a simple form to enable ORs to easily deposit data definition statements. After receiving a file, ICPSR will review and test the statements before releasing them publicly.

To deposit data definition statement files, go to the following page on the ICPSR site: www.icpsr.umich.edu/cgi-bin/ddsform.prl.

“Teach-methods” List Established

ICPSR has created a new email list called Teach-methods for those interested in sharing ideas and information about teaching research methods in the social sciences. This list was established as a result of interest expressed during the 2001 Official Representatives meeting in a session chaired by Paula Lackie, Carleton College, on teaching research methods to undergraduates. Paula administers the list along with Laurie Howland, ICPSR Senior Computer Systems Specialist.

To subscribe to the list, please visit the Site for Instructional Materials and Information (SIMI) on the ICPSR site at: www.icpsr.umich.edu/ORG/Other_Resources/SIMI/simi.html

IASSIST to Meet in Ottawa in May 2003

The 29th annual IASSIST Conference will be held in Ottawa, Ontario, on May 27–30, 2003. The theme for the conference is “Strength in Numbers: Cooperating for a Better Tomorrow.”

IASSIST conferences bring together data librarians and archivists, data producers, and data analysts from around the world who are engaged in the creation, acquisition, processing, maintenance, distribution, preservation, and use of social science data for research and instruction.

Mark your calendar now and plan to join us on May 27–30, 2003.

Additional information

For the most current information, check the IASSIST 2003 conference Web site at: www.iassistdata.org/conferences/ or if you have questions about the program, contact Chuck Humphrey, the Program Chair, at: humphrey@datalib.library.ualberta.ca

Important IASSIST dates

- Deadline for proposals: January 24, 2003
- Notification of session proposal acceptance: January 31, 2003
- Notification of acceptance of all other proposals: February 14, 2003

Additions to Holdings

Aging of Veterans of the Union Army: Surgeons' Certificates, Version S-1 Standardized, 1862–1940 — Robert W. Fogel et al. (ICPSR 3417)

Agricultural and Demographic Records for Rural Households in the North, 1860: [Instructional Materials] — James W. Oberly (ICPSR 3463)

CBS News Monthly Poll #1, January 2002 — CBS News (ICPSR 3458)

CBS News Monthly Poll #2, January 2002 — CBS News (ICPSR 3459)

CBS News/*New York Times* Call-Back Poll, January 2002 — CBS News/*The New York Times* (ICPSR 3461)

CBS News/*New York Times* Monthly Poll #3, January 2002 — CBS News/*The New York Times* (ICPSR 3460)

California Vital Statistics and Homicide Data, 1990–1999 — Jason Van Court (ICPSR 3482)

Census of Population and Housing, 2000 [United States]: Census Tract Relationship Files (CTRF) — United States Department of Commerce. Bureau of the Census (ICPSR 13287)

Census of Population and Housing, 2000 [United States]: Public Law (P.L.) 94-171 Data, National File — United States Department of Commerce. Bureau of the Census (ICPSR 13341)

Census of Population and Housing, 2000 [United States]: Selected Subsets From Summary File 1, Advance National — United States Department of Commerce. Bureau of the Census, and Inter-university Consortium for Political and Social Research (ICPSR 13285)

Census of Population and Housing, 2000 [United States]: Summary File 2, Advanced National — United States Department of Commerce. Bureau of the Census (ICPSR 13288)

Census of Population and Housing, 2000 [United States]: Summary File 2, Arkansas — United States Department of Commerce. Bureau of the Census (ICPSR 13236)

Census of Population and Housing, 2000 [United States]: Summary File 2, California — United States Department of Commerce. Bureau of the Census (ICPSR 13237)

Census of Population and Housing, 2000 [United States]: Summary File 2, Florida — United States Department of Commerce. Bureau of the Census (ICPSR 13242)

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Program Data [United States]: County-Level Detailed Arrest and Offense Data, 2000 — United States Department of Justice. Federal Bureau of Investigation (ICPSR 3451)

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