

社会学精品原版教材系列

# Social Statistics

Fourth Edition

Instructor's Resource Guide and Test Bank

社会统计学

教师用书及试题库

William Fox (美) 著

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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郭志刚 导读

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北京 BEIJING

京权图字: 01 - 2004 - 2066

William Fox

Instructor's Resource Guide and Test Bank for Social Statistics: A Text Using MicroCast®  
and A MicroCase® Workbook for Social Statistics Fourth Edition

Original Book ISBN: 0-534-52742-6

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978 - 981 - 4195 - 80 - 5

### 图书在版编目(CIP)数据

社会统计学: 教师用书及试题库 = Instructor's Resource Guide and Test Bank for Social Statistics / (美) 福克斯 (Fox, W.) 著. — 第4版. — 北京: 外语教学与研究出版社, 2005. 12  
ISBN 7 - 5600 - 5330 - 0

I. 社… II. 福… III. 社会统计—高等学校—教学参考资料—英文 IV. C91 - 03

中国版本图书馆 CIP 数据核字 (2005) 第 158926 号

出 版 人: 李朋义

责任编辑: 孔乃卓

封面设计: 潘振宇

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京密云红光印刷厂

开 本: 787×1092 1/16

印 张: 15.25

版 次: 2006 年 6 月第 1 版 2006 年 6 月第 1 次印刷

书 号: ISBN 7 - 5600 - 5330 - 0

定 价: 25.00 元

\* \* \*

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# 总序

中国是一个有着几千年文明史的国家，中国人在哲学、历史、伦理、文学、天文、算学、医学等领域的研究都有悠久的历史，形成了自己独特的学术传统。但是到了近代却在对自然界和人类社会的研究方面长期闭关自守，裹足不前，最后古老的中国终于败在西方国家的“坚船利炮”之下。

被一连串失败震动了的中国人，开始仿照西方国家开办新式学校，讲授西方的各种学科知识。发源于西方社会的自然科学、社会科学、人文科学、医学、工程学等开始进入中国学校的讲堂。这些变化使中国进入了一个新的时代，与世界接轨的时代，改变了中国的教育体系，改变了中国人的知识结构，也改变了中国人的思想观念。

进入21世纪之后，世界各国之间依然存在激烈的竞争。对于中国来说，与西方发达国家竞争的激烈程度丝毫不逊于近代史上的任何时期。当年落后的中国败于“鸦片战争”，败于“甲午海战”，当年内部分裂的中国在日寇进攻下一度失去了半壁江山，面临民族存亡的危机。中华人民共和国的建立使得中国人团结起来了，在政治上站起来了，但是必须承认，我们在科学技术、社会科学、经济建设等不少方面仍然远远落在西方发达国家的后面。

要想让中国人真正站起来，就必须使中国人在科技、教育等各个方面赶上西方发达国家。也正是在这样的形势下，党中央提出了“科教兴国”的策略。一个国家如果没有真正先进的教育，就不可能有高素质的国民，不可能产生先进的科学技术，不可能发展强大的经济。当代社会财富的增值主要来自技术的创新，而技术的创新来自基础科学的创新，基础科学的创新人才又来自我们的学校教育。一个真正强大的国家，不仅要有先进的自然科学与工程技术，也必须发展出先进的人文学科和社会科学。人是社会的动物，不把社会的基本结构、组织形式、运行机制研究清楚，不培养和造就高素质的国民，我们怎么去组织和管理这个社会包括它的经济活动呢？

社会学是起源于西方的一门社会科学，研究的是在社会形态下的人如何思想和行动，最早被严复翻译成“群学”，因为它研究的不是作为生物体的人，而是生活在社会之中并与其他人保持密切交往的人。社会学一方面教给人们如何去理解社会变化的规

律，学习认识社会的研究方法，另一方面也在教导人应当如何在社会中生活，应当如何做人。中国的文化传统对这两点是很强调的，儒家首先讲的就是“修身齐家”，然后才是“治国平天下”。中国有自己的文化传统，这是几千年发展出来的一个知识体系，这个知识体系中凡是好的东西，仍然要继承下去，比如中国的“和而不同”的思想，对于不同文化之间、不同民族之间的交流与共处，就是很有价值的思路。中国人在几千年里的族群交流、文明碰撞中能够发展出今天这样一个地域辽阔、族群繁多、文化多元的国家，形成了一个“多元一体”的中华民族，是有它的道理的，根就在我们的文化传统中。

在现代化进程当中的中国必须与其他各国打交道，与各国做生意，所以必须了解西方社会和它们的文化传统、思想观念和学术体系，需要了解它们的社会研究方法 with 理论，了解它们的社会学这门学科的系统性知识。可惜的是，建国后这个学科曾经一度被取消，随着70年代后期“改革开放”方针的确立，党中央又决定在我国重建社会学。20多年过去了，应当说我们在恢复这个学科的教学和研究工作方面，做出了不少成绩，使得这个一度被社会遗忘的学科，再次有了一定的知名度。但是要看到这个学科仍然不够成熟，各个学校的发展也不平衡，在许多方面还需要断续“补课”，需要培养一批高素质的教师，需要编写高质量的教材，同时需要组织一批密切结合我国社会变迁发展的研究课题，组织出版相应的研究成果。

要想使中国的社会学发展起来，在开始阶段要做两件事：一是继续学习和了解西方国家社会学的最新研究方法 with 研究成果；二是脚踏实地地在中国做实地调查研究、了解国情、分析各种社会学理论对于中国社会的适用性，研究中国社会的发展规律。做好了这两件基础性的工作，我们就有可能借鉴国外的知识，研究中国社会的实际现象，在分析中努力提出具有创新性的命题与理论，再经过跨国比较研究，使这些从中国社会提炼出来的知识变成世界知识体系的组成部分。

近年来，我们注意到西方国家的知识和技术的发展与更新速度在不断加快，这使得我们学习与研究的速度也不得不加快。以自然科学为例，现在世界上最新的前沿命题与研究成果都及时刊登在英文的学术期刊上。只有在大学本科期间就使用国外英文版教科书来学习基础物理、基础化学、基础生物学等课程的学生，才可能通过学习来熟练地掌握相关的英文术语和表达方式，也才有可能在研究生阶段比较熟练地阅读这些学科的英文期刊，在研究生毕业后才有可能迅速接近世界学术前沿。也正是看到了这一点，教育部在积极推动我国大学课程的英语授课。



在使用英文教科书方面,我国文科的紧迫性也许不如自然科学,但是同样也需要提到日程上来。前几年为了补充国内教材的不足,我们与华夏出版社合作,组织翻译了《高校经典教材译丛——社会学》,已先后出版了十几本翻译版的国外教材,总的来说反响是好的。现在外语教学与研究出版社(外研社)愿意组织出版一批英文原版的 sociology 社会学教科书,这同样是一件好事。如果我国有一些本科生或研究生能够通过阅读这些英文原版教材来学习社会学,这无疑为他们阅读英文社会学杂志搭了一座桥,我想这对于社会学这个学科的建设与对外交流是非常有益的。

这样来看,社会学这个学科未来的教材可以包括以下四个部分:一是国内学者创造性的著述,二是国内学者借鉴西方知识体系同时结合我国国情研究撰写的系统教材,三是翻译成中文的西方教科书,四是英文原版教科书。在本科生学习期间,以第一部分为主,后三部分为辅。到了本科高年级和研究生学习期间,再进一步增加对中文和英文的研究专著、学术期刊的阅读。这样中西结合,互相补充,取其精华,去其糟粕,既有助于学生拓展视野、丰富知识,又可以促进比较分析,提高学生独立判断与思考的能力。这对于中国社会学的教学与研究工作的,对于中国社会学的对外交流,必将有所促进。我国派到美国和欧洲去留学的学生,在国外的大学里主要也是在读这些书,如果我们大学里的图书馆能够订购到系统和丰富的英文教科书和学术期刊,就可以至少在阅读材料方面为我们的学生们提供一个较好的条件。

当然,在历史上中国有自己的发展道路与传统文化,在今天的现代化进程中中国也有自己的政策与国情,西方的社会学理论与观点是否符合中国社会的实际,需要检验才可以证实。我们在阅读原版教材时,也必须以辩证的眼光去分析和辨别。但我们在21世纪的今天,必须放眼世界,无论在自然科学还是在社会科学的知识发展方面都必须做到“知己知彼”,了解国外的社会学理论与研究成果,也就是了解其他国家是在以什么样的思路来分析和理解中国。

21世纪决不会是一个平静的世纪,全球化是一个不可抗拒的发展大势,它增进了不同国家、不同文化之间的接触与交流,同时在国家利益的相互碰撞中,在不同文化的相互碰撞中也隐藏着矛盾与冲突,甚至会出现局部的战争。我们需要了解我们中华民族的文化传统与发展历史,也需要了解其他国家的文化传统、社会制度、价值观念和行为规范,逐步在中外社会、中外社会学思想的比较中更加深刻地认识自身与他人,真正做到中国人的文化自觉。我想这应当是中国社会学者不可推卸的历史责任。在这个过程中,我们必须开拓眼界,虚怀若谷,既不固步自封,也不妄

自菲薄，脚踏实地把我们的教学与研究工作做好，使社会学为今后中国社会的发展做出它不可替代的贡献。

我们盼望着由外研社出版的“社会学精品原版教材系列”早日与广大读者见面，以推动我国的社会学教育与研究有更进一步的发展。



(费孝通)

2003年6月20日



# 导 读

威廉·福克斯所著的《社会统计学：应用MicroCase<sup>®</sup>软件的课本》(第4版)是一部统计学入门教科书。该教科书还有两本配套书，一本是《社会统计学：应用MicroCase<sup>®</sup>软件的练习册》，另一本是《社会统计学：教师用书及试题库》。

社会统计学是应用于经验研究的科学工具。它不仅强调统计理论的理解，而且强调数据处理和统计分析的操作能力。正如作者在本书配套练习册(Workbook)的前言中所说：“就像烹调、修理汽车、恋爱一样，统计学的最佳学习方式也是实践，而不是阅读。”作者威廉·福克斯为了配合读者更好地把握其主教材中的基础统计概念和统计方法，专门设计了配套的练习册，练习册中的各章习题都对应着主教材中的相应章节。

练习册中的习题有两大类。第一类习题只需要直接用笔来做文字表达或判断选择即可，它们重在检验读者是否了解有关统计概念的内容，是否能够分清相关概念之间的区别。对于一些十分重要的统计指标，本书作者也要求学生进行少量的手工计算，这种实践对于理解一些统计指标的来龙去脉也确是必要的。除此之外，在这一类问题中还包括了另一种习题，即指出一些不符合统计规范的统计结果中的错误之处。这些问题其实是初学统计时很容易发生的问题，作者希望通过这种挑错的训练使学生提高“免疫力”，确是独具匠心。

第二类习题需要学生应用MicroCase软件来完成统计分析。MicroCase是一种很容易操作的统计软件，练习册中附有该软件学习版的安装盘，读者可按照练习册中的安装和使用提示，对该软件进行安装、操作和使用。作者还提供了三套实际统计调查数据，使学生免受输入大量数据之苦，直接上手分析真正的统计资料。不仅如此，读者还可以应用MicroCase软件输入和建立自己的数据文件，并对其进行研究和分析。

读者在完成作业以后，自然想检查自己做得对不对，其标准答案便在另一本配套书《社会统计学：教师用书及试题库》中。这本配套书除了提供习题标准答案，还有其他几项功能，对于采用该书作为教材的统计老师十分有用。第一，作者对各章提出了教学要求，也就是说学生在学习了本章内容并完成了相关作业后应该具有的统计分析能力，教师和学生都可以依据这些标准检查自己的教学是否达到了要求。第二，作者对各章习题进行了分类，指出哪些习题是最难的，哪些习题是相似的，并且建议在教学时间不够充分时可以根据教学需要选择其中一部分习题来做。第三，对于每一章，作者都介绍了自己的教学经验，这些经验对于改进统计教学有重要的启发意义。第四，

作者还提供了可作为整个课程内容的综合考试题及其标准答案,并且该书还配有电子版的考试题库可供教师选用;最后,作者还列举了许多与统计教学有关的专业性或非专业性杂志、网站等资源信息。

应该说,威廉·福克斯所著的这一三件套社会统计学教材是一个完整的基础统计教学体系课件。它不仅包括主教材,而且还提供了作业题和考试题,以及相应的统计软件和数据文件。如果仅仅阅读其主教材的统计学内容,其学习效果显然会大打折扣。只有三本书齐备、配套使用才能达到良好的学习效果。

郭志刚

北京大学社会学系教授

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# TEACHING STATISTICS

## ORGANIZATION OF THE TEXT

I have organized the *Social Statistics* text the way I teach statistics, but you may want to reorder chapters and omit some sections to fit your own approach. You may prefer, for example, to have students read Chapter 11 on multivariate cross-tabulation immediately after Chapters 5 through 7 on bivariate tables. Or you may want students to read Chapters 10 and 12 on regression and correlation back-to-back. You will find no major problems with this reordering of chapters to suit your own teaching.

The text and workbook are for a one-semester course, but semesters vary in length and students vary in what they can learn in a semester. If you find that you need to cut topics, I suggest first omitting Chapter 8 describing comparison of means and  $t$  tests, perhaps folding  $t$  tests into Chapter 9 on analysis of variance. Also omitting Chapter 9 on analysis of variance would be a more serious exclusion, but could be done. In a pinch you could also omit Chapter 12 on multiple regression and correlation.

## ANSWERS TO WORKBOOK EXERCISES

The introduction to each workbook chapter lists questions that seem to me to be the hardest or most time-consuming for students to answer. Admittedly, selection of the "hardest" questions is a judgment call, but these questions have seemed the hardest to my students. I also list sets of questions that are similar in content and purpose. I urge you not to assign all questions in these sets. Rather, pick and choose among them, and vary them from semester to semester.

This resource guide includes answers to most exercises in the *Doing Statistics Using MicroCase* workbook. I provide *possible* answers rather than *the* answers because most questions allow some latitude in correct responses. This latitude is usually narrow for numerical or short answers. Thus in Chapter 1 I answer 19.4 as the percentage of General Social Survey respondents who strongly favor affirmative action for women. That is correct, but so is a rounded 19 unless you ask students to retain a decimal place in percentages. Answers also may vary somewhat because of different rounding decisions made in calculations before a final answer is arrived at. Students' answers may differ, too, depending on how they collapse variables. I have deliberately not identified missing data values for a few variables in the GSS data set, so answers sometimes may vary depending on how students handle missing data.

More discursive answers (especially to Basic Ideas/Discussion Issues) generally permit a still greater range of acceptable responses. You will surely want to allow your

students some variation from my answers to most of these items. Too narrowly defining the answers to these exercises would violate their spirit. This is not to suggest that we can't distinguish good from bad or correct from incorrect answers—only that there may be many good or correct answers. Differences among students' answers are an effective catalyst for class discussions of data analysis.

If you have students hand in workbook exercises for your review or grading, you will probably offer instructions describing how you want your students to attach computer printouts and worksheets. I have found that some standardization makes it easier to sort through and evaluate answers. Like me, you may also find it useful to have students work on at least some exercises in pairs or even trios. Students often learn better this way.

Not so incidentally, I never assign all workbook exercises—there are too many. I pick and choose exercises. Early in the semester I come to know a class's strengths and weaknesses. Some classes need more paper-and-pencil work. Others need more work interpreting MicroCase output. I assign exercises accordingly.

Be sure to review the worksheet questions before assigning them. A few questions require calculations that may take students 15 minutes or more to complete—in fact, you may want to skip these types of questions altogether. Sometimes a set of similar problems is provided, simply to give you a variety of items from which to select. If you assign all questions in each workbook chapter, you will have grumpy students by the end of the school term. Again, pick and choose as you see appropriate.

## TEACHING STUDENTS STATISTICS

This *Instructor's Resource Guide* offers some thoughts on teaching the ideas and procedures presented in each chapter. My thoughts on teaching do not summarize the chapter but rather sketch my experiences with and approaches to teaching the statistical ideas in that chapter. I also include a few nitty-gritty suggestions for helping students learn statistical concepts and techniques. I am pretty traditional in my teaching style, however, so don't expect gadgets and gimmicks (well, maybe a few).

## ACCESSING/SHARING IDEAS ABOUT TEACHING STATISTICS

You, too, are probably a pedagogical voyeur curious about how others teach statistics. If so, you will enjoy the American Sociological Association's *Social Statistics* syllabi. This useful compendium of course outlines, assignments, and other materials is available at a reasonable cost from the ASA Teaching Resources Center, 1307 New York Avenue, N.W., Suite 700, Washington, DC. 20005. Fax: 202 638-0882; e-mail: [executive.office@asanet.org](mailto:executive.office@asanet.org). The ASA's Web site is at <http://www.asanet.org/>. The American Sociological Association's *Teaching Sociology* often has articles on teaching statistics.



*Stats* is a lively, engaging journal aimed at students but with many ideas that statistics teachers can pick up on. It is published twice a year by the American Statistical Association. *Chance*, published quarterly by the same association, is a stimulating, non-technical magazine with much to interest statistics teachers and their students. For information on *Stats* and *Chance*, visit the Association's Web site at:

<http://www.amstat.org/publications/index.html>

For a variety of wonderful materials and ideas for teaching statistics, visit the Chance Web site at:

<http://www.dartmouth.edu/~chance/index.html>

This site provides gateways to a host of other Web sites related to teaching statistics.

As its title suggests, *Teaching Statistics*, a journal published three times a year at the University of Sheffield in England, is chock-full of useful suggestions and clever ideas (e.g., illustrating the chi-square test with color proportions of M&Ms). The *Teaching Statistics* home page is at <http://science.ntu.ac.uk/rsscse/TS/>. The *Best of Teaching Statistics* and *Teaching Statistics at Its Best* each reprint over 40 articles from the journal.

You may want to subscribe to a few electronic mailing lists or monitor a few newsgroups that offer forums for comments, techniques, and philosophies concerning teaching statistics. (Handling more than a few active mailing lists or newsgroups would be a full-time job.) There are scores of such lists and newsgroups, some quite general and some specialized, some very active and others less so. One Internet resource that I find especially worthwhile is the on-line *Journal of Statistics Education*. Subscriptions to *JSE* are free. *JSE*'s home page is at <http://www.stat.ncsu.edu/info/jse>.

There are many Web sites offering up statistical jokes and humor, some funny and some groaners. Here's Gary C. Ramseier's *First Internet Gallery of Statistics Jokes*:

<http://www.ilstu.edu/~gcramsey/Gallery.html>

Here's another good collection:

<http://www.business.utah.edu/~bebrblf/statjoke.html>

And another:

<http://www.btinternet.com/~se16/hgb/statjoke.htm>

The World Wide Web offers marvelous resources. Enjoy!

## MULTIPLE-CHOICE EXAM QUESTIONS

The disk accompanying this *Instructor's Resource Guide* contains an ASCII file with multiple-choice questions for each chapter. Please note that if a test bank question contains any statistical symbols, superscripts, or subscript, it has been omitted from the ASCII file. (ASCII cannot accommodate special fonts.) To include these questions in your own exam, you can either cut and paste the question from the printed copy included with this guise or create the question in your word processing program. All questions that are omitted from the electronic file are marked with an asterisk in the printed copy.



You can open the ASCII file in any Windows text editor or word processor (e.g., Word, Word Perfect). You can then create your own exam by deleting or editing questions from the file or adding your own items.

The last section of this *Instructor's Resource Guide* lists all questions along with answers.

## HOW TO CONTACT TECHNICAL SUPPORT OR ME

If you have questions or problems concerning Student MicroCase that you or your computer center staff cannot solve, contact Wadsworth's technical support department at:

Phone: (800) 423-0536

Fax: (606) 647-5045

E-mail: [support@thomsonlearning.com](mailto:support@thomsonlearning.com)

Information on MicroCase software, publications, and data sets can be found at <http://www.microcase.com>.

I welcome comments or suggestions that you or your students have to offer. You can e-mail me at [statprof@skidmore.edu](mailto:statprof@skidmore.edu), fax me at 518-580-5429, or write me by "snail mail" to:

William Fox

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Skidmore College

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# COMPUTERS AND MICROCASE SOFTWARE

## COMPUTER CONFIGURATIONS

Computers vary enormously. We strive to support the widest range of computers that we can. In the *Social Statistics Using MicroCase* workbook I offer students only some general instructions on installing and using the software on a Windows based computer. You will almost certainly want to give your students specific information on using the particular computers available at your school. Your computer center staff may be able to help you with this. I have found that written instructions work best, along with classroom demonstrations and a reasonable (although not excessive) amount of hand-holding. Pairing computer-comfortable students with students less sure of themselves also works well. Fortunately, with the spread of computers, there are few computer novices in our classes.

The *Social Statistics Using MicroCase* workbook continues to be package with both a CD-ROM and diskette. Although use of diskettes is becoming obsolete, and are not supported on many computers, this is the most feasible way we have found to allow students to work on their exercises on lab computers and on their personal computers—thereby providing them with the most flexibility possible. However, as more and more students are unable to install the software as provided due to a lack of a floppy disk drive, Wadsworth does make the software and data files available to install from a web download. Students who require this alternative should contact [support@thonsonlearning.com](mailto:support@thonsonlearning.com) or [Julie.aguilar@wadsworth.com](mailto:Julie.aguilar@wadsworth.com) for information on this installation alternative. These students must be able to install the software to their personal hard drive and will not have the flexibility of working on more than one computer.

## USING COMPUTERS IN THE CLASSROOM AND LAB

I strongly encourage you to use and demonstrate the software in your classroom. Students benefit greatly from this exposure to the materials and find it easier to work through the workbook as a result. However, there are a few considerations to taking this route.

To state the obvious: *Always* rehearse classroom examples and demonstrations in advance, preferably with the actual equipment in the actual classroom you or your students will be using. Rehearsing is the best way to discover that you need an extension cord, the monitor isn't connected to the computer, the projector is out of adjustment .... You name the problem and it can happen (and already has to me). So rehearse first.

Even though Student MicroCase works fine from a diskette, it operates even faster from a hard disk or a network. (This is true of all software, not just Student MicroCase.) Therefore, to save class time I use the network version of Student MicroCase.

I hang out at a statistics cluster as much as I can, especially early in the course. I tell students in class when I will be there to help them with workbook exercises and I try to set aside some evening hours. Many students find it comforting to have the Prof there even though I rarely have to offer any actual help since MicroCase is so straightforward. It is, however, a good chance too to “talk shop”—statistics and research—with students.

## NETWORK VERSION OF STUDENT MICROCASE

A network version of Student MicroCase is available at no charge to instructors who adopt this book for their course. It's worth noting that Student MicroCase can be run directly from the CD and diskette on virtually any computer network—regardless of whether a network version of Student MicroCase has been installed.

You will find the network version available on the CD-ROM that is package with the workbook and available from the setup menu. A password is required to install the net work version. The following password will make this very easy for you.

Name: (enter your school name)

Password: 661-131-6905

## SHOWCASE PRESENTATIONAL SOFTWARE

The ShowCase presentational software is available to all adopters of *Social Statistics Using MicroCase* and can be useful for use in the classroom. ShowCase displays the statistical results in large colorful graphics.

ShowCase is found on the CD-ROM that is packaged with the workbook and is installed by running the setup.exe file found in the ShowCase folder. Use of ShowCase is limited to the instructor only and requires a password. The following password can be used for the installation:

Name: (any instructor name)

Password: 7898-5324-6227

## USING THE FULL MICROCASE TO ACCESS DATA FILES

The “full” version of MicroCase is available at many schools and can be a useful tool to supplement the material covered in the *Social Statistics Using MicroCase* textbook and workbook. The “full” software can be used with the data files provided on the diskette