# THE Electronic AIR
## Enhancing Knowledge. Expanding Networks.

# The Electronic Newsletter of the Association for Institutional Research (e-AIR)

Serving Institutional Research Professionals and Those Engaged in Management Research, Policy Analysis & Planning Since October 22, 1986

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**The newsletter welcomes news items related to management research, policy analysis and planning; persons changing jobs or retiring; requests for help or suggestions from readers; announcements of professional meetings and conferences; comments about recent publications; abstracts of papers which authors are willing to share; job announcements; philosophical and/or humorous thoughts; and more. This online publication is available free to anyone interested in institutional research.**

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*If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Meihua Zhai, Editor, at: (zhaim@nasfaa.org).*

*Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions.  Point your browser to the following URL: http://airweb.org (look under "Jobs")*

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## e-AIR News

### Einarson and Fink to Serve Electronic AIR Readership
Meihua Zhai, NASFAA (zhaim@nasfaa.org)


Time flies.  It flashes when you are having a good time!

This marks my final issue as Editor of e-AIR. It seems only yesterday when Marne and I adopted the notion of "M&M".  That was really three years ago!  I consider myself very fortunate to have the opportunity to serve this professional home of ours.  I am also deeply indebted to so many of you: to the AIR leadership and the Publications Committee members for your guidance; to Gail Fishman (AIR staff) for keeping our listserv updated and spam-free; to Timothy Chow, the late Larry Nelson, and John Muffo, my predecessors, for your encouragement and suggestions; to Marne, for your keen observation and sharp eyes; to e-AIR tips contributors (especially Bob Daly) for your time and generosity in sharing your expertise with us; to those who agreed to be profiled by e-AIR and your stories which brought both tears and laughter in our reading; to our creative limerick writers who added rhyming joy to our daily number jiving pleasure; to my NASFAA employers for their continuous support of inter-association alliances; and most of all, to you, our e-AIR readers for your support and appreciation.  Your feedback and messages are my best rewards.

I will continue to be active in AIR and work with my colleagues and friends in meeting the challenges to transform information to intelligence, and exploring continuous improvement in aiding our students, especially those underserved and unprivileged ones to achieve their college goals with the least possible amount of debt the day when their college dreams come true.

Marne Einarson, current e-AIR associate editor, will be our next editor and Gayle Fink, Director of Institutional Research, University of Maryland System, will be the new associate editor.  To borrow from John Muffo, e-AIR's first editor: "Nothing makes me happier to see e-AIR in good hands."   I am thrilled with this new team and I'm confident that e-AIR readers will benefit from the many contributions that Marne and Gayle will bring in the years to come!  Best wishes, Marne and Gayle!

Last but not least, I wish my second homeland "Happy Birthday" and wish you all a Happy 4th of July!

Yours truly,

Meihua

# New IR Listserv

## New IR Listserv:  Building Effective IR Programs

Christina Leimer, California State University-Fresno (cleimer@csufresno.edu)

As a follow-up to the AIR Forum Table Topics Session: From the Ground Floor to the Penthouse: Building an Effective Institutional Research Program, Christina Leimer, Director of Institutional Research, Assessment and Planning at California State University-Fresno, will host an e-discussion list called Reshaping IR.  Any topic that is relevant to building strong IR offices that meet the needs of higher education today are relevant.  Examples might include: choosing appropriate analysis software, data access, staffing, reporting lines, defining scope of responsibility, disseminating information, evaluating an office, changing institutional culture, gauging and dealing with expectations, developing cross-divisional collaborations, communicating with executives or demonstrating IR's value to the campus.

To subscribe, send an e-mail to LISTSERV@LISTSERV.CSUFRESNO.EDU.  Leave the Subject line blank. In the message body, type:

```
subscribe reshaping_ir  your name
end
```

Be certain the underscore is included in the listname.  Replace "your name" with your name.  Hit the "enter" key after typing your name and type in the word "end" on the second line.  If you have a standard signature line in your e-mails, be sure it is "not" included when you send the subscribe message.  Leimer can be reached at cleimer@csufresno.edu.

Christina Leimer
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# NCES Publications

## The Condition of Education 2007

The Condition of Education 2007 summarizes important developments and trends in education using the latest available data. The report presents 48 indicators on the status and condition of education and a special analysis on high school coursetaking. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The 2007 print edition includes 48 indicators in five main areas: (1) participation in education; (2) learner outcomes; (3) student effort and educational progress; (4) the contexts of elementary and secondary education; and (5) the contexts of postsecondary

education.

To download, view and print the publication as a PDF file, please visit:  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007064

## Mapping 2005 State Proficiency Standards Onto the NAEP Scales

The new report uses the National Assessment of Education Progress (NAEP) as a common yardstick for comparing among the proficiency standards each state sets on its own tests for fourth- and eighth-grade reading and mathematics, and for comparing these state standards with national performance benchmarks.

Key findings:

- States vary widely in the NAEP-equivalents of their proficiency standards. There is up to an 81-point difference in proficiency standards between the states, about twice the range seen in overall student performance on NAEP.

- Most state proficiency standards fall within the NAEP Basic range-except in 4th-grade reading, where most fall below Basic.

- A state's proficiency standard is not necessarily tied to student performance on NAEP.  For example, a state may have a less rigorous AYP standard, but consistently score high on NAEP.

To download, view and print the publication as a PDF file, please visit:  http://nces.ed.gov/nationsreportcard/pdf/studies/2007482.pdf

## Public Elementary and Secondary School Student Enrollment, High School Completions, and Staff from the Common Core of Data: School Year 2005-06

This short descriptive report summarizes the numbers of students enrolled in public elementary/secondary education by grade; the number of diplomas and other completion credentials awarded for the 2004-05 school year; the averaged freshman graduation rate (AFGR) for the 2004-05 school year; pupil/teacher ratios; and the number of teaching, administrative, and support staff employed in public education.  The information is presented by state and for the United States as a whole.

The data were reported to the Common Core of Data by state education agencies from all 50 states, the District of Columbia, and several other jurisdictions.

To download, view and print the publication as a PDF file, please visit:  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007352

## Dropout Rates in the United States: 2005

This report builds upon a series of National Center for Education Statistics (NCES) reports on high school dropout and completion rates that began in 1988. It presents estimates of rates for 2005, and provides data about trends in dropout and completion rates over the last three decades (1972-2005), including characteristics of dropouts and completers in these years. Among other findings, the report shows that in students living in low-income families were approximately six times more likely to drop out of high school between 2004 and 2005 than of their peers from high-income families.

To browse this report, please visit:http://nces.ed.gov/pubs2007/dropout05/

To download, view and print the publication as a PDF file, please visit:http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007059

## Numbers and Types of Public Elementary and Secondary Education Agencies From the Common Core of Data:  School Year 2005-06

This report presents national and state-level data about the number of regular school districts and other local education agencies, school district size, grades served, and the number of school districts in city, suburban, town, and rural locales.

To download, view and print the publication as a PDF file, please visit:  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007353

## Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data:  School Year 2005-06

This report presents national and state-level data about the number of regular, special education, vocational, alternative, and charter schools; average school size; and the numbers of schools in city, suburban, town, and rural locations.

To download, view and print the publication as a PDF file, please visit:  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007354

# CCRC Publication

## Institutional Research and the Culture of Evidence at Community Colleges

By: Vanessa Smith Morest & Davis Jenkins — April 2007. Report No. 1 in the Achieving the Dream Culture of Evidence Series. New York: Community College Research Center, Teachers College, Columbia University.

Community college leaders have begun to consider expanding the traditional role of institutional research (IR) at their colleges. This is due in part to a number of influences. Federal and state governments and accreditors are pressing colleges to provide more data demonstrating evidence of student outcomes. In addition, the Achieving the Dream: Community Colleges Count initiative and several other national projects have begun to raise awareness about the potential benefits of using data to improve institutional performance. Implementing such an improvement strategy requires not only a capacity for data collection and analysis, but also a willingness to shift organizational culture in considerable ways. Thus, community colleges that want to embark upon such a plan face formidable challenges.

This report presents findings from a study conducted by the Community College Research Center (CCRC) on how well prepared today's community colleges are in moving toward the greater use of data and research to improve student success. Data for the study were drawn from two major sources: first, an e-mail survey of college administrators responsible for IR, and, second, case studies of 28 community colleges. The study aimed to learn how much IR capacity community colleges have in terms of IR staff size and facility with research methods, how IR is utilized by different actors within colleges, and what barriers exist that impede the development of IR analysis that would benefit college decision making.

The study finds that community colleges wanting to expand the role of IR face several challenges in terms of resources, data collection, and institutional priorities. It also suggests that college leadership is a key component in making the necessary investment in IR capacity and in promoting changes in organizational practice that are required to embrace a strategy for using data to improve institutional performance.

To download, view and print the publication as a PDF file, please visit: http://ccrc.tc.columbia.edu/Publication.asp?UID=515

# NASFAA Research Opportunities

## Opportunities in Financial Aid-Related Research
Linda Conard, NASFAA (Conardl@nasfaa.org)

The National Association of Student Financial Aid Administrators (NASFAA) invites institutional researchers and educators to take advantage of two exceptional opportunities in postsecondary education research relevant to student financial aid.

### Publication in the Journal of Student Financial Aid

NASFAA's Journal of Student Financial Aid is the only national journal devoted exclusively to research related to postsecondary student financial aid. Published three times annually, the Journal reports on original research relevant to financial aid administration, and promotes the continuation of research into financial aid issues.

The Journal is peer-reviewed by an editorial board of recognized higher education and financial aid professionals. You may view an online version of the Journal and review guidelines for authors at http://www.nasfaa.org/journal.asp. If you have questions, please do not hesitate to contact managing editor Linda Conard at ConardL@nasfaa.org or 202-785-0453 ext. 122.

### The NASFAA Sponsored Research Grant Program

NASFAA sponsors a biannual research grant program to encourage research projects on student financial aid policy, administration, and related topics. Sponsored Research Grants are intended to help recipients cover the direct costs of the research effort, including temporary assistance, printing, postage, and preparation of papers and reports. Past awards have ranged from $250 to $3,500.

Proposals for Sponsored Research Grant projects may be submitted at any time. Review and funding of projects occurs in the spring and fall of each year. The deadline for submitting proposals is September 15 for fall awards and March 15 for spring awards.

The entire application, including the application deadlines, may be downloaded from the NASFAA Web Site at www.nasfaa.org/Publications/2001/srgpmaterials.html#proposalsubmission. For further information, please contact Meihua Zhai, Director of Research and Policy Analysis, at ZhaiM@nasfaa.org or 202-785-0453 ext. 138.

## News from AAUP

### AAUP Research
John W. Curtis, AAUP (aaupfcs@aaup.org)

Corrections to our annual report on faculty salaries and compensation will be

published in the July-August issue of AAUP's Academe, which should be released about **July 15**. The corrections will also be submitted to The Chronicle of Higher Education. The original report article and summary tables are available from the AAUP Web site http://www.aaup.org/AAUP/About/committees/committee+repts/compensation/ecstatreport2006-07/.

We will be working through the summer on further improvements to our system for ordering peer reports, so watch for announcements on this in the fall.

If you know that the survey contact person for your institution will be changing soon, please send that information to our survey e-mail address aaupfcs@aaup.org.

We are also planning to release updated editions of two reports this fall. Our tentative plan is to release a new AAUP Faculty Gender Equity Indicators report in September or October and an updated AAUP Contingent Faculty Index in November. In both cases, we hope to add ten-year trends to the data for each individual institution. Since the gender equity report uses AAUP Faculty Compensation Survey data, we will try to send out a "preview" of the figures to be used to each of participating institutions in advance. We are also hoping to develop peer comparison reports for these two publications.

As always, we welcome your comments and suggestions.

John W. Curtis, Director of Research and Public Policy
Doug Kinsella, Research Associate
aaupfcs@aaup.org

## Changing Scene

### A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to mke3@cornell.edu.  Keep it brief, but include the information you think others would like to know.

Dr. Charles Worth is retiring after 34 years of work/opportunity at California State University, Chico's Office of Institutional Research--the last 19 years as

Director.  Chuck says: "Thanks for all the help AIR colleagues; it would not have been as easy or fun without you." Best wishes for your new life, Chuck!

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After two months of the frenetic life of being 'retired,' Alan Sturtz accepted an offer to set up an institutional research office at Goodwin College, a small, independent, associate-degree level institution in East Hartford, CT.  Alan will be working about 20 hours a week as Director of IR.  His new e-mail address is asturtz@goodwin.edu.  His new phone number is 860-727-6759. Congratulations, Alan.  Hope your working life is less frenetic than your retired one!

## Help

### Ethnics Committee Volunteers Needed

The AIR Ethics Committee is seeking new members.  Interested AIR members should contact the committee chair, Mrs. Alice Simpkins at simpkinsa@mail. paine.edu

## Practitioner Profile

### Jeff Donnelly

*Marne Einarson, Cornell University (mke3@cornell.edu*

> **In this feature, we summarize the results of an "electronic interview" with an individual institutional research practitioner. The goal is to foster broader knowledge and appreciation of the diverse membership of AIR, and of the different institutional contexts and activities in which we are engaged.**

In this issue, we interview Jeff Donnelly, Director of Institutional Research at the Northern Alberta Institute of Technology, and President of the Canadian Institutional Research and Planning Association (jeffd@nait.ca).

**e-AIR:**  Tell us about your current position.

**Jeff:**  I am the Director, Institutional Research at the Northern Alberta Institute of Technology (NAIT) in Edmonton, Alberta Canada.  NAIT is a polytechnical institution offering certificate, diploma and baccalaureate programs to approximately 8000 full time students annually.  In addition NAIT offers apprenticeship training to another 13,000 students each year.  Continuing education course registrations number about 50,000.  NAIT employs over 1,000 full time faculty and another 500 instructors in Continuing Education.

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The IR office at NAIT is heavily involved in evaluation, accountability and planning.

**e-AIR:**  What is your academic and professional background?

**Jeff:**  Like other IR professionals, I have had an interesting path into IR.  I have a Bachelor's degree in Cell and Microbiology, a Bachelor of Education and a Master's degree in Anatomy.  I have also taken a number of graduate courses in Education but I would be classified as a ?on-persister?in that field.  Prior to entering graduate school, I was an electron microscopist.  That was the most fascinating job I have ever had.

**e-AIR:**  It's a bit of an aside, but I'm curious -- what's so fascinating about electron microscopy?

**Jeff:**  An electron microscope magnifies a single cell so that it is as big as an ocean.  To explore a single cell using an electron microscope is a cell biologist's equivalent of scuba diving off the Great Barrier Reef.  All of the internal structure of the cell is suddenly revealed just as the scuba diver has the opportunity to explore all of the secrets of the sea from the water surface to the seabed with everything in between.  Imagine being a professional scuba diver!  Or an explorer!  Or an astronaut! It's kind of like that.

**e-AIR:**  How did you arrive at institutional research as a profession?

**Jeff:**  After completing my graduate degree in Anatomy, I became a faculty member at NAIT.  When the position for an IR person was created at NAIT, the skills emphasized were a strong background in statistical analysis and research methodology.  I thought those requirements fit my experience as I was well versed in the scientific method and had taught a course in Biostatistics for the previous ten years.  I have led the IR function at NAIT for 15 years and gone from the typical one-person operation to a staff of seven.

**e-AIR:**  What are the most enjoyable aspects of your position?  The least?

**Jeff:**  I really enjoy the connection between IR and planning.  Doing environmental scanning and program evaluation leads to a keen understanding of issues related to post-secondary education in general as well as those within our own organizations.  I enjoy the intellectual exercise of articulating issues, setting goals and measuring achievement.  Sometimes the work product creates conflict or controversy and I don't especially enjoy that aspect of the job.

**e-AIR:**  Can you give our readers some idea of the composition and size of the Canadian postsecondary system?

**Jeff:**  Canada has only about 80 accredited universities (four-year institutions) and fewer than half of these would be considered to be fully comprehensive

universities with the typical attributes of a medical school, a law school etc. and with graduate opportunities up to the Ph.D. in all faculties. There are no large universities that are privately funded in Canada. In addition, there are about 200 colleges (two-year institutions) in Canada. Many of these have university transfer programs although this model is more common in Western Canada.

**e-AIR:** You are the President of the Canadian Institutional Research and Planning Association. Tell us a little about this association.

**Jeff:** The Canadian Institutional Research and Planning Association (CIRPA) was founded in 1991. The association has about 175 members from universities, colleges, and other organizations interested in postsecondary education. The main objectives of CIRPA are to promote the effective practice of institutional planning and research by encouraging research, sharing practices and information, and providing professional development opportunities. We host an annual conference; the 2007 conference is in St. John's, Newfoundland in October. CIRPA is an international affiliate of AIR. The association's website is http://www.cirpa-acpri.ca/

**e-AIR:** I'm curious about current issues in the Canadian higher education system. Can you share a few observations on that?

**Jeff:** I think the largest challenge to postsecondary education in Canada is access. Canada is a nation the size of Russia with a population comparable to California. We have only about 80 universities in Canada. On a comparable basis, the United States has more than 10 times the number of universities per capita of population than does Canada. The Conference Board of Canada has just released a study that puts Canada near the bottom of industrialized countries in the domain of ?nnovation? One of the reasons that Canada lags in this domain is the lack of access to postsecondary education, especially in post-baccalaureate opportunities.

Our universities do not have the large endowments that are common in American universities and further, tuition is relatively inexpensive. The average undergraduate tuition is about $5,000 CAD per year and the average Canadian grouses that this is too expensive. Public funding typically accounts for less than half of university revenue. Consequently, our universities don't have much flexibility with finances.

The poor participation rate of males in postsecondary education is as great a problem in Canada as it is in America. This is an issue that doesn't get much attention in either of our countries. Undergraduate populations in both Canada and the US are about 65% female. This is an omen for exclusion of males from the knowledge economy. Tremendous labour shortages in the labour force exist in Canada and wages are relatively high for skilled and unskilled workers in primary industries. Males are being lured into unskilled occupations that pay well and forsaking their education at an alarming rate.

**e-AIR:** What advice would you pass on to someone just starting out in IR?

**Jeff:** Expect a long learning curve.  To be effective in IR you have to know the organization inside out.  You need to understand that the core business is teaching, learning and the discovery of knowledge.  Too often members of the ?taff side?of the organization remain happily ignorant of the academic function.  But the institutional researcher must know the academic function inside out to be effective in the role.

**e-AIR:** How do you like to spend your time when you are not working?

**Jeff:** My avocation is that I am a nationally certified baseball umpire.  I have worked two national championships and will do my third national championship this summer in Quebec City.  I have also worked a little bit of professional baseball in the minor leagues at the single A level.

**e-AIR:** Where do you see yourself ten years from now?

**Jeff:** Happily retired.

**e-AIR:** Thank you, Jeff!

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We welcome your feedback on this feature, including suggestions for individuals to be interviewed and questions you would like to have posed in future interviews. Please e-mail your comments and suggestions to Marne Einarson at mke3@cornell.edu

## Technical Tips from the Field

### Parsing One Variable into Multiple Categories in Excel
Tongshan Chang, University of California Office of the President (Tongshan.Chang@ucop.edu)

> **This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Meihua Zhai (meihua.zhai@usg.edu).  Since this is a small corner, KISS (Keep It Short and Smart) will work the best.**

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It is common that multiple responses, such as "select all that apply" are used in a survey. If your office outsources on-line surveys to some commercial on-line service providers,  then it is also common that you have to take whatever data format the service providers can offer.  One of the most popular data formats is Excel csv.  For those multiple-response items in csv, the multiple options are

often recorded in one column with comma as the field separator. Figure 1 is an example.

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| 1 | datenow | timenow | jobcat | jobhow | sources | skills |
| 2 | 2/14/2007 | 3:47 PM | 5 | 9,10 | 9 | 4,7,8,12 |
| 3 | 2/14/2007 | 3:47 PM | 1,3,5 | | 3 3,6,10 | 3,7 |
| 4 | 2/14/2007 | 3:48 PM | | 1,8,9 | 1,8,9 | 1,2,4,9 |
| 5 | 2/14/2007 | 3:49 PM | 7 | 1,3,4,5,9,10 | 3,5,9 | 4 |
| 6 | 2/14/2007 | 3:50 PM | | 1,7,9 | 1,3,4,6 | 2,3,4 |
| 7 | 2/14/2007 | 3:50 PM | | 1,8,9 | 1,8,9 | 2,4,7,11,12 |
| 8 | 2/14/2007 | 3:50 PM | 3 | 1,5,7 | 1,5,7 | 2,3,5,6,13 |
| 9 | 2/14/2007 | 3:51 PM | | 1,5,10 | 1,8,9 | 1,2,4,5,6,7,8 |
| 10 | 2/14/2007 | 3:51 PM | 6 | | 6 1,6,9 | 1,2,3,5,6,10 |

**Figure 1**

In order to analyze the data in Column F (Figure 1) in SPSS or SAS, we will first need to parse the data into as many columns/variables as the distinctive values so that each response category becomes a binary-type variable as illustrated in Figure 2.  For example: there are 14 response categories for "skills" in Column F. Some students selected one response category, but most students chose more than one. The first data record in Row 2 (Figure 2) indicates that the respondent possesses skills 4, 7, 8 and 12. Therefore, for this person, the values for variables skill4, skill7, skill8, and skill12 are '1'; for the rest of the skills that the respondent does not possess, the values are null (can also be '0'). We need to transform our data from that as shown in Column F in Figure 1 to those as shown from Columns H - T before we can do further analysis in SPSS or SAS.

| H | I | J | K | L | M | N | O | P | Q | R | S | T |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Skill1 | Skill2 | Skill3 | Skill4 | Skill5 | Skill6 | Skill7 | Skill8 | Skill9 | Skill10 | Skill11 | Skill12 | Skill13 |
| | | | 1 | | | 1 | 1 | | | | 1 | |
| | | 1 | | | | 1 | | | | | | |
| 1 | 1 | | 1 | | | | | 1 | | | | |
| | | | 1 | | | | | | | | | |
| | 1 | 1 | 1 | | | | | | | | | |
| | 1 | | 1 | | | 1 | | | | 1 | 1 | |
| | 1 | 1 | | 1 | 1 | | | | | | | 1 |
| 1 | 1 | | 1 | 1 | 1 | 1 | 1 | | | | | |
| 1 | 1 | 1 | | 1 | 1 | | | | 1 | | | |
| | 1 | | | | | | | | | | | 1 |

**Figure 2.**

We can manually separate the responses, making "skill1" represent the first category, "skill2" the second category, "skill3" the third, ... etc. But this process is very time-consuming, especially with a large data file.  Or we can use the ISERROR and SEARCH functions in Excel to break down the variable by its value

(s) as shown in Figure 3.



**Figure 3.**

Each variable or column in the spreadsheet represents one skill with 1 indicating that respondent has the correspondent skill , while null indicates that respondent does not have the skill.  The formula can be:

```
=IF(ISERROR(SEARCH("X",$F2,1)),"",1)
```

where F2 refers to the cell label of the variable you are going to parse (Skills in this example) and x represents the number of each skill. For Skill 1, the formula should be like:

```
=IF(ISERROR(SEARCH("1",$F2,1)),"",1)
```

To translate this formula into "English": SEARCH for value "1" in cell F2, starting from the first position. If there is no "1", the SEARCH function will return an error; otherwise, it will return TRUE. If ISERROR is true or "1" is not found, the value the IF statement produces will be null; otherwise, it will be 1. After you have finished entering the formula for all of the 14 skills for the first record, copying and pasting can be used to take care of the rest of the records. Please click here to download the sample Excel file.

Thanks a lot, Tongshan, for the sharing! E-AIR welcomes methods in handling this type of data management in other software applications from our readers.

## Position Listing Summary

Please go to http://www.airweb.org/?page=574 for job listing.

# Parting Thoughts

Marne Einarson, Cornell University (mke3@cornell.edu)

Reader contributions of possible future 'Parting Thoughts' are welcome.  Send them to [Marne Einarson](mailto:mke3@cornell.edu).

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## Continuing on our summer theme...

Summer afternoon - summer afternoon; to me those have always been the two most beautiful words in the English language.
~ Henry James

Summer is the time when one sheds one's tensions with one's clothes, and the right kind of day is jeweled balm for the battered spirit.  A few of those days and you can become drunk with the belief that all's right with the world.
~ Ada Louise Huxtable

It will not always be summer: build barns.
~ Hesiod

Nothing is as easy to make as a promise this winter to do something next summer; this is how commencement speakers are caught.
~ Sydney J. Harris

People don't notice whether it's winter or summer when they're happy.
~ Anton Chekhov

Ah, summer; what power you have to make us suffer and like it.
~ Russell Baker

Do what we can, summer will have its flies.
~ Ralph Waldo Emerson

Like a welcome summer rain, humor may suddenly cleanse and cool the earth, the air and you.
~ Langston Hughes